

Teachers in the Looking-Glass :
a Study of
Teachers' and Students' Conception of Effective Teaching

by
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TO MY MOTHER.

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ABSTRACT

Many studies have been performed on characteristics of a good teacher to enhance the knowledge of effective teaching. The purpose of this study was to find out whether junior form teachers and students were affective oriented in their conception of a good teacher. This study also wished to ascertain the relationship between the teacher's conception, their prediction of the students' views and the student's own conception. Another attempt was made to find out if the affective or cognitive orientation of the subject groups was related to their field-dependent-independent cognitive style.

A survey was conducted. An instrument made up of a 24-item teacher characteristic inventory developed by the researcher and the Hidden Figures Test was administered to 272 junior form teachers who were trainees at three Colleges of Education and to 378 students in 8 secondary schools of four types — Government, Aided, Caput and Private.

For data analysis, two methods : parametric t and F tests and non-parametric chi square test were used. Results indicated a high consensus of views of the essential teacher characteristics of the two subject groups and teachers were accurate in their prediction of students' views of a good teacher. All the conception groups were found to be affective oriented, but the teacher's conception and the conception of the student, as conceived by the teacher, were not so affective as the conception of the student. The field-dependent-independent cognitive style of the student group and the degree of affectiveness in their conception were correlated, but no such correlation was found with the teacher group. Further analysis with the extreme affective student groups and their Hidden Figures Test scores showed that the more affective students were relatively more field-dependent than the more cognitive students. But no such relationship was demonstrated by the teacher group.

CHAPTER I

INTRODUCTION

Background of the Problem

“The Heart is the Capital of the Mind —
 The Mind is a Single State —
 The Heart and the Mind together make —
 A Single Continent —
 One — is the Population —
 Numerous enough —
 The ecstatic Nation
 Seek — it is Yourself.”

— Emily Dickenson —

Teachers are no saints. They are just ordinary beings who are made of flesh and blood, who are capable of experiencing and expressing great joys and sorrows. But heavy demands are often imposed upon them. They are expected to stand upright and to face challenges with unfailing courage and irrevocable persistence. Now the education system in Hong Kong is undergoing constant changes : there have been the introduction of the nine-year compulsory education, the implementation of the Form 3 Scaling Test, and the appointment of a panel of educational specialists to undertake a comprehensive review of the education system in Hong Kong . The community at large is very much concerned about the students amidst all these changes — there is an outcry for more school counsellors to provide adequate counselling service for students in need; numerous voluntary groups and religious bodies are most apt to give help and guidance when the public examination results are out; there will

be additional language teachers in the secondary schools to make available remedial language teaching to students. 'Students' are always the centre of attraction and concern. But what about the teachers?

There are indeed seminars and workshops on various educational topics for those teachers who are interested. Teacher education is also made available to a portion of teachers by the schools of education of the two universities and the colleges of education, but still undue emphasis is placed on methodology and content of subjects. Very little measures have been taken to enable teachers to acquire a better understanding of themselves and of the job they are doing. Hamachek (1969) pointed out the importance of helping the teacher trainees to acquire more positive self-other perceptions. He believed when teachers could face themselves they would feel more adequate as individuals and function more effectively as teachers. Francesco and Lau (1981) and also Lau, Che, and Cheung (1981), in their studies of the professional image of teachers in Hong Kong, have found important facets of self-other perceptions that are worth considering. But it seems in teacher education little time is spent on this aspect and teachers are left completely to fend for themselves.

It is an undeniable fact that many secondary school teachers in Hong Kong find teaching a highly demanding job. Some may even have considered giving up teaching and starting all anew in other walks of life. What has made teaching so frustrating and undesirable? Why must a teacher have nerves of steel before he can stand all the strain? A despondent remark made by a hardworking teacher of English may shed some light on this dark area:

"I really don't know what these young devils want? I've tried so very hard to teach them — I prepare my lessons; I talk to them; I make friends with them; I give advice and help whenever they need it; but all I get is a sneering comment in the class newspaper telling me .

that the teacher they need is a dumb and deaf one who will only mind her own business. Oh, God! What am I supposed to do?"

"What am I supposed to do?" This is a question rooted in many of the hearts of the teachers in Hong Kong. It seems that it is not easy to meet the needs of the students these days. The world is forever changing and people undergo changes, too. The young generation nowadays may have needs and wants that are different from those ten or twenty years ago, especially when now there is quite a large number of youngsters who are confined in school just because there is compulsory education. It is essential that teachers should undergo a process of self-evaluation and ponder over the qualities they consider important and desirable to students and to find out from students the kind of teacher they consider most effective.

However, it is not easy to find out what qualities are essential to a good teacher. What is an effective teacher? By and large, most research efforts have aimed at investigating teacher effectiveness by attempting to probe into one or more of the following dimensions of teacher personality and behaviour: (1) personal characteristics (e.g. Barr and Emans, 1930; Hart, 1934; Walker, 1969; Thompson, 1975; Lew, 1977, Cheung 1980) ; (2) instructional procedures and interaction styles (e.g. Flanders, 1960; Stern, 1963) ; (3) perceptions of self (e.g. Ryans, 1960; Combs 1965) ; (4) perceptions of others (e.g. Ryans, 1960; Hamachek, 1969). However, effectiveness is not only seen as a function of characteristics of the teacher but of the methods of teaching used and research also has focused on methods of teaching. Then effectiveness is seen as mainly dependent on the climax the teacher creates and maintains in the classroom. Medly (1979) examined a number of methods experimented and found these were designed to use the pupil, rather than the teacher, as the unit of analysis. Then in the nineteen sixties, a kind of research called 'process-product' became widespread (Flanders, 1960; Rosenshine, 1971; Gage, 1972). It focused on

teacher behaviour (what the teacher does) and on pupil learning (teacher effectiveness). Now, more recently, effectiveness has been viewed as a mastery of a repertoire of competencies and there has been increasing emphasis on the ability to deploy these competencies appropriately under different teaching circumstances. In a number of process-product or competency based research studies, those who could maintain a strong academic focus and spent less time in non-academic activities were successful teachers. In many highly structured classrooms, the cognitive emphasis took precedence over the affective emphasis (Brophy and Everton, 1954; Stallings and Kaskwitz, 1974; Tikunoff, Berliner, and Rist, 1975).

In spite of such an ample number of studies that have been done on effective teaching and that their findings have been compared and analysed, it is concluded that few consistent relationships between teacher variables and effectiveness can be established (Barr, 1961; Getzel and Jackson, 1963; Rosenshine and Furst, 1971; McKeachie and Kulik, 1975). It is indeed not easy to define what an ideal teacher is.

But what will happen if the teacher's idea of a good teacher is not in congruence with that of the students? This, in fact, is a more interesting question to ask. This will probably result in frustration and disappointment. What can teachers possibly do when facing such discrepancy in their expectations? According to the concept of 'self-theory' of Epstein (1973), a person will change his behaviour or his theory of himself if he finds out that his view of himself is inadequate, that he has over-estimated or under-estimated his own abilities, or he is not treated by others as he predicts. Epstein's conception of the 'self' makes explicit the expectation of change and has followed the line of thoughts of James (1890), Cooley (1902) and Mead (1934) who saw self-conception as reflecting the reactions of others to one's behaviour.

But how do teachers find out the expectations of students? How do teachers make such predictions? As illustrated by studies on effective teaching, that judgement

on the part of the teacher plays an important part in making predictions of all kinds. To-date, researchers have also shown an interest in investigating the accuracy of teachers' judgements, particularly their predictions of students achievement or attitudes. Shavelson (1978) pointed out that teachers' estimates of the student's state of mind — cognitive, emotional, motivational — provide primary information on deciding how to teach and he also considered the ability to estimate a student's state of mind a critical aspect of teaching — a subject that is ripe for research.

Shavelson's opinion is shared by Winnie and Marx (1977) who considered the mental life of both teachers and students critical items to be studied. They were under the impression that many of the studies done to date have been devoid of postulating a reasonable psychological foundation mapping out why certain events of teaching should influence a particular learning process in students. Many other psychological factors may also contribute to the thinking process of both teachers and students. Thus, to probe into the cognitive process further, an individual difference variable has been introduced — cognitive style, i.e. the field - dependence - independence dimension. This dimension has been shown to relate to how teachers teach and how students learn (Witkin, Moore, Goodenough, and Cox, 1975) and is also related to perceptions of the ideal teacher (Coward, et al, 1978). The employment of such a concept will enhance the knowledge of teacher effectiveness.

Review of Related Literature

Literature Related to the History of Research on Teacher Effectiveness

Interest in the question of what distinguishes good from bad teachers has flourished since the 1920s and by mid century has stimulated an impressive number of studies (Domas & Tiedeman, 1950). In the 1950s the AERA Committee on Criteria of Teacher Effectiveness was formed and the interest in teacher effects was rekindled

(American Education Research Association, 1952, 1953). Their work was published in the *Handbook of Research on Teaching* (Gage, 1963). Even a cursory reading of more recent literature suggests that the question of teacher effectiveness continues to attract the resources of researchers, funding agencies and professional organizations.

The history of research into the effectiveness of teachers reflects a gradual evolution in the researchers' conception of the nature of that effectiveness, which has determined the nature of the research as well as the nature and usefulness of the findings. At first, effectiveness was perceived as the consequence of certain personality traits or characteristics possessed by the teacher and research aimed at identifying those traits (e.g. Charters & Waples, 1929; Barr & Emans, 1930; Harts 1934; Bousfield 1940). But in summarizing this research, Gage (1963) concluded that "these studies have yielded disappointing results: correlations that are nonsignificant, inconsistent from one study to the next and usually lacking in psychological and educational meaning." (p. 118). Getzels and Jackson (1963) also concluded that "despite a half century of prodigious research effort, very little is known for certain about the relation between teacher personality and teaching effectiveness." (p. 547). Such inconclusive result may have occurred because teacher personality and values, as measured by paper and pencil tests, did not always correspond with how a teacher actually taught in a classroom.

Later, effectiveness was seen not so much as a function of characteristics of the teacher but of the methods of teaching used, and research focused on methods of teaching. Then, effectiveness was regarded as mainly dependent on the climate the teacher created and maintained in the classroom. Medley (1979) examined a number of experiments on methods of teaching and found these were designed to use the pupil, rather than the teacher, as the unit of analysis. As a result, no valid generalization to other than those who actually took part in the experiment could be made.

Gradually, a kind of research called 'process - product' became more widespread. It focused both on teacher behaviour (what the teacher does) and on pupil learning (teacher effectiveness). It involved the systematic counting of specific teacher and student behaviours and relating the frequency of these behaviours to measures of gain in the achievement of students. The variables counted were those of teacher – student interaction but some studies also included ratings of specific teacher behaviours. In fact, this kind of research had already begun in the early twentieth centuries with studies by Stevens (1912) and Barr, et al (1935), but it was developed and actively disseminated by Flanders, Amidon and others of the "interaction Analysis" (1960). In 1971, Rosenshine reviewed fifty such studies and presented evidence that at least some aspects of teaching style or classroom climate are related to pupil learning. The patterns of behaviour identified as distinguishing effective and ineffective teaching included clarity, variability, enthusiasm, task-oriented or businesslike, criticism, teacher indirectness, student opportunity to learn, interior materials, and use of structuring comments. Research in this interaction cycle is still alive, well and continuing. Studies completed since 1973 have yielded encouraging results.

Based on the process-product research, a competency-based model has been developed for teacher education. Effectiveness has been viewed as a mastery of a repertoire of competencies and there has been increasing emphasis on the ability to develop these competencies appropriately under different teaching circumstances. (Medley, 1977).

Literature Related to the Characteristics of a Good Teacher

One will really marvel at the impressive number of studies that have been carried out in defining the characteristics of a good teacher. But reviewers have concluded, with remarkable regularity, that few consistent relationships between teacher

variables and effectiveness can be established (e.g. Medley and Mitzel, 1959; Barr, 1961; Gage, 1963; Getzels and Jackson, 1963; Rosenshine, 1971; Rosenshine and Furst, 1973; McKeachie and Kulik, 1975). This absence of a clear definition of this concept is found at all levels of education (Ryans, 1960; Durkin and Biddle, 1974).

However, much effort has been made by researchers, throughout the history of research, on teacher effectiveness to list out or to identify the characteristics of an effective teacher. Hart (1934) listed four characteristics named by at least 10 per cent of the students questioned as distinguishing the teacher from whom they learned most from those they liked best. These four characteristics were : makes greater demands of students, has more teaching skill, has more knowledge of subject matter and better discipline. In other studies, opinions of expert judges were sought. In the Commonwealth Teacher-Training Study (Charters and Waples, 1929), the top six characteristics listed were good judgement, self-control, considerateness, enthusiasm, magnetism, and adaptability. Barr (1930) analysed 209 teacher rating scales and gave some idea of what educational leaders regarded as characteristics of effective teachers. The most frequently mentioned characteristics included co-operation, personal magnetism, personal appearance, breadth and intensity, interest, considerateness and leadership.

A review of the more recent literature has shown that effective teachers can be viewed from two different aspects : one centres on the values, personality and emotional aspects of the teacher. The teacher's behaviour is a function of his personality (Ryan, 1960). He is viewed as a stimulus which must arouse in the student positive emotional responses toward learning (Mourer, 1960). He is expected to be enthusiastic, friendly, flexible and helpful (Crawford & Bradshaw, 1968; Grush & Gostin, 1975).

The other aspect is more academic oriented. A good teacher is viewed as one who must arouse the interest of students, communicate ideas in a lucid, organized manner, and inspire the student's confidence in his own knowledge of the material

under study. He must help students to develop skills and thinking processes, and motivate him toward achievement (French, 1957; Musella and Rusch, 1968; Gadzella, 1968; Eble, 1971).

Attempts have also been made by different researchers to classify teacher characteristics into different domains, or dimensions, or merits according to the nature of their research and the purposes of the studies.

Beck (1967) made an attempt to devise and test items for an instrument with which to measure pupil perception along five teacher merit dimensions : affective merit, cognitive merit, disciplinary merit, innovative merit, and motivational merit. He also tested the validity of this categorization of perceived merit.

Spady (1973) developed a theoretical framework concerning the effectiveness of teachers. He found four components : subject matter, pedagogy, enthusiasm and empathy. The latter two were defined as charismatic dimensions.

Jenkins and Bausell (1974) constructed a survey instrument which included an assortment of criteria — product, process and presage, based on Mitzel's identification of these categories, as measures of teacher effectiveness.

Sherman and Blackburn (1975) studied the relationship between observed personal characteristics and judged teacher effectiveness. The 30 items used in the rating instruments were divided into four factors ; personal potency, pragmatism, amicability and intellectual competency.

Cheung (1980) also included in his questionnaire on criteria of teacher competence four aspects of the teacher : knowledge, presentation of knowledge, relation with students and personality.

Literature Related to Cognitive or Affective Focus in Instruction and Gain in Achievement

In a number of process-product or competency-based research studies, the

successful teachers were those who maintained a strong academic focus and spent less time in non-academic activities. Stallings and Kaskwitz (1974) found that time spent on activities involving reading or mathematics yielded positive, consistent, and usually significant correlations with gain in achievement but activities involving group time, stories, arts, crafts or active play yielded negative correlations with gain in achievement. Similarly, in a study carried out by Brophy and Everton (1974), negative correlations with gain in achievement were found for the frequency of teachers' questions about family background or personal experience and for the frequency of student-initiated contacts involving personal concerns. In a study that compared schools that were similar in social and demographic characteristics but where students performed unusually well or unusually poorly on achievement tests, the teachers in the schools with the higher-achieving students were found to be more task-oriented in their classrooms than those in schools with the low-achieving students. Brophy and Evertson characterized the successful teachers in their study as "determined that their students learn." The academically focused teacher in the study of Bennette (1976) is another example of a cognitively oriented teacher.

It is surprising to find that throughout all these studies there was no non-academic activity that yielded positive correlations with achievement in reading and mathematics. It has been long argued that some nonacademic activities contribute to academic gain by motivating students or by providing additional stimulation. Thus, as soon as the importance of a strong academic and cognitive focus is mentioned, researchers ask about the importance of an affective focus and about such variables as warmth, conviviality of interactions, and concern of the teacher for individual children.

In an ethnographic study by Tikunoff, Berliner, and Rist (1975), the higher-achieving classrooms were observed to be convivial, co-operative, democratic, and

warm, whereas in the low-achieving classrooms there was more belittling and shaming of students and use of sarcasm. Other studies, such as that of Solomon and Kendall (1976), found the teacher's criticism of student behaviour, shouting, scolding, ridicule and sarcasm were consistently related negatively to gain in achievement. It is shown that classrooms that show high gains in achievement and a high number of academically engaged minutes are usually moderate to high with respect to having a warm classroom atmosphere.

In Phase III of the Beginning Teacher Evaluation Study, teachers who were high in academic focus, clarity, and task orientation also tended to be moderate to high on conviviality, warmth, and knowledge of individual students. The worst situation, with respect to students' engaged time and to gain in achievement, was found when teachers were high in affect but low in cognitive emphasis. Therefore, for both academic engagement and gain in achievement it is best to be moderate to high on both academic emphasis and affective focus. It is suggested if a teacher is going to be low on one of these, it is preferable to be low on the affective focus.

Therefore, in all these studies, it has been found decent, genuine interactions occur in many highly structured classrooms, but the cognitive emphasis takes precedence over the affective emphasis.

Literature Related to the Concept of the 'Self', the 'Looking-Glass Self' and 'Self-Perceptions'

Interest in the idea of the 'self' has a long history. Mead (1934) had already stated the difference between 'I' and 'me': 'I' is the response of the organism to the attitudes of others and 'me' is the organized set of attitudes of others which one assumes. When the individual takes in the responses of others and these responses form an essential part in the experience of conduct of the individual then the 'self' emerges.

Sarbin (1952) also had similar views. He divided the development of the 'self' into 5 stages : somatic self, internal self, receptor-effector self, primitive constructed self and social self. Following these stages, the destiny of the development of the self is to reach the social self. So this 'social self' is similar to Mead's self which is an embodiment of social emphasis.

Epstein (1973) put forth his 'self-theories', suggesting that each of us has constructed about what we are really like. Thus, we presumably build up out of our experiences a theory about ourselves: how we are likely to respond in certain situations, what we are and are not capable of doing, the sort of people we like, and the sort of people we dislike. The primary purpose of the self-theories we carry around our heads is to optimize our control over the environment and ensure ourselves the greatest pleasure at the least possible cost. But if unfolding events demonstrate that one has overestimated or underestimated oneself or is not treated by others as one predicts, one has a choice : one can change one's behaviour or can change one's theory of oneself. The idea that the 'self' will undergo changes is shared by other researchers as well. (e.g. Ellis, et al., 1980; Layne and Ally, 1980).

Many of the views of the relationship between self and others descend from many early scholars whose works have contributed to the studies of the 'self'. Cooley (1902), in his discussion over the meaning of 'I', points to the fact that 'I' means primary self-feeling, or its expression, and not body, clothes, treasures, ambition, honours and the like with which this feeling may be connected. The impression that 'I' means the material body is only an illusion. The social self is simply any idea, or system of ideas, drawn from the communicative life, that the mind cherishes as its own. Self feeling has its chief scope within the general life and is connected with the thought of other persons. Thus the 'I' of common speech has a meaning which includes some sort of reference to the other persons.

We think of the body as 'I' when it comes to have social function or significance. In a very large number of cases, the social reference takes the form of a somewhat definite imagination of how one's self appears in a particular mind, and the kind of self-feeling one has is determined by the attitude toward this attributed to that other mind. A social self of this sort might be called the reflected or looking-glass self :

"Each to each a looking glass

Reflects the other that doth pass." (Cooley, 1956, p.184.)

So in imagination, we perceive in another's mind some thought of our appearance, manners, aims, character and so on and we are variously affected by it. A self-idea of this kind seems to have three important or principal elements : the imagination of our appearance to the other person, the imagination of his judgement of that appearance, and some sort of self-feeling, such as pride or modification. The comparison with a looking-glass hardly suggests the second element, the imagined element which is quite essential. The mere reflection of ourselves is inadequate to move us to pride or shame but the imagined effect of this reflection upon another's mind makes the difference with our feelings. What others actually think of us is not important in this respect. It is what we think others think of us on the basis of our interpretation of their actions towards us which determines our estimate of ourselves and many of our social attitudes.

This concept of the looking-glass self is closely related to the 'perceived self' in the construct of Hudson (1968) who identified the importance of the 'perceived self' which is the part of the environment took the individual to be and affects the establishment of the 'ideal self' and 'future self'. Bem (1965, 1967) also had the same argument in his self-perception theory which states that the evidence we use in making judgements about ourselves is often the same as that used by an outside observer. We look at how we behaved in the past to judge how we feel about a particular object or person.

Some other more recent studies have also coincided with Cooley's looking-glass self hypothesis. Francesco and Lau (1981), in their study on professional images of business people and school teachers in Hong Kong, examined the in-role and out-of-role perceptions of target roles and the degree of similarity between the two sources of perceptions. It has been found people occupying a certain role do use similar attributes given by others to the role to describe themselves; the individuals' self image would correspond very closely to their social image. Another study by Lau, Che, Cheung (1981) has also attempted to probe into the professional image of secondary school teachers in Hong Kong and to find out more about the different image profiles.

In teacher education, research on self-concept or self-perceptions has demonstrated that good teachers have a positive view of themselves and others (Combs, 1960; Ryans, 1960). Hamachek (1969) has suggested that if self-concept can be learned, it is teachable, too. Many of those in teacher education are concerned about long-term goals while the student teachers are fundamentally motivated by short term goals. Much of what the student teachers do is non-self-related — that is, to the student teacher, it does not seem to be connected with his life, time and needs. If the self-concept idea is important, more positive self-other perceptions can be encouraged through teaching strategies aimed at personalizing what goes on in a classroom. Jersild (1965) has shown when "teachers face themselves", they feel more adequate as individuals and function more effectively as teachers.

Literature Related to Cognitive Style : Field-Dependence-Independence

Cognitive style is an individual difference variable defined as a consistent mode of information processing. The field-dependence-independence dimension of cognitive style is a continuum, with the field-dependent end characterized by a more global, undifferentiated approach and the field-independent end by a more analytical,

differentiated approach to perceptual processing. A relatively field-independent person is likely to overcome the organization of the field, or to reconstruct it, when presented with a field having a dominant organization, whereas the relatively field-dependent person tends to adhere to the organization of the field as given. Under circumstances where the field lacks inherent organization — relatively field-independent persons are more likely to impose structure spontaneously on stimulus material which lacks it, whereas relatively field-dependent persons are more likely to leave the material “as is” (Witkin, Dyk, Faterson, Goodenough and Karp, 1962; Moore, Gleser, and Warm, 1970; Nebelkopf and Dreyer, 1970; Witkin, 1974).

The disposition to process information in a more differentiated or less-differentiated manner is reflected in social as well as intellectual behaviour. Thus field-independent persons perceive themselves as distinct from their social environment to a much greater extent than field-dependent persons. While a field-independent person is likely to reveal competence in aspects of cognitive functioning which requires an analytical orientation, the field-dependent person shows strength in aspects of social functioning which requires attention and sensitivity to others (Witkin, et al., 1962; Witkin, 1974; Goodenough, 1975; Witkin and Goodenough, 1976).

This dimension has also been shown to relate to how teachers teach and how students learn. Field-dependent teachers tend to prefer teaching situations in which there can be interaction with the students, whereas, field-independent teachers prefer more impersonal situations and tend to stress cognitive aspects of teaching (Witkin, Moore, Goodenough, and Cox, 1975).

Ekstrom (1976) explored the relations between certain cognitive and attitudinal characteristics and the instructional behaviour of elementary school teachers. The field-dependent teachers are found more concerned with maintaining behavioral control in the classroom than the field-independent teachers.

Coward, et al (1978) investigated how cognitive style was related to perceptions of the ideal teacher. But the hypothesis that field-independent students rank task-oriented characteristics as important in the "ideal teacher", and conversely that field-dependent students rank socially-oriented characteristics as important was not confirmed. Moreover, there was a small tendency for field-dependent students to prefer teacher traits in which they themselves are deficient.

The cognitive style dimension also relates to how teachers and students interact. Studies of the combinatory effects of the cognitive styles of both teachers and students are likely to be very informative. These studies have focused mainly on the progress and outcome of an interaction when its participants are matched or mismatched in cognitive style.

In a number of studies, the findings have demonstrated the teacher-student match in cognitive style makes for greater interpersonal attraction than mismatch (e.g. Distefano, 1970; James, 1973). Packer and Bain (1978) also found that students' objective learning performance and subjective evaluations of the ease of learning, as well as teachers' ability to communicate with students and assess their progress, may profit from the technique of cognitive style matching.

But in other studies the expected teacher-student cognitive style match-mismatch effects have not been confirmed. In a study by Witkin, et al(1975), a teacher-student sex match-mismatch effect was more potent and took precedence over the cognitive style match-mismatch effect. Similar findings appeared in another study of Mahlios (1978). Dyadic interaction seemed to be affected by a combination of factors including cognitive style and sex of both teachers and students, as well as certain contextual factors the most important of which being public versus private setting for the interaction.

Purpose of the Study

The purposes of this present study are as follows :

Firstly, this study intends to find out whether teachers and students in the lower secondary forms are more oriented towards the affective or cognitive ends by making use of a list of the characteristics of a good teacher, which have been classed into the 'affective' and 'cognitive' aspects.

Secondly, this study is also interested in finding out whether the conception of the student, as conceived by the teacher, is in congruence with the student's own conception. It can show whether teachers are accurate in their predictions of students' views of a good teacher. It will also be useful to examine how a teacher's own conception is related to his conception of others.

Thirdly, this study wishes to ascertain whether the teacher and the student responses to the cognitive and affective aspects are related to their cognitive style. Such relationship would help to explain the affective or cognitive orientation.

Significance of the Study

By carrying out such a comprehensive study, an attempt has been made to probe into the needs and expectations of both teachers and students, at least, of those teaching and studying in the lower secondary forms in Hong Kong. It has been generally agreed that it is not easy to teach the young students these days. Are the

causes of these feelings of frustration and disappointment simply environmental and systematic such as the introduction of the nine-year compulsory education or are they more personal and relational such as the misconception of each other's views and the failure to communicate? This is what this survey wishes to clarify.

In the field of teacher education, there is still an uncertainty about where the emphasis of teacher training should be. Too often, those who are involved in this field are dominated by a concern for the acquisition of academic knowledge and methodology of teaching, assuming that is what the student teachers need most in their course of training. But should at least much time be spent in exposing and sensitizing the student teachers to the subtle complexities of personality structure, too? Does this mean due emphasis should also be put on personality development, group dynamics, basic counselling processes, sensitivity training in curriculum planning for teacher education? It is very much hoped this study can help to clear up some of the doubts and uncertainties and can contribute to the future planning of teacher education.

In the survey, even though teachers are not rating themselves as they try to sort out the characteristics of a good teacher they consider important, they are, in fact, undergoing the process of self-evaluation. In doing so, it seems that they are standing in front of a 'looking-glass' viewing themselves all over. When students respond by selecting the characteristics of a good teacher they consider important, they also serve as another 'looking-glass' showing the reflection of their ideal teacher. It will indeed be interesting to see if this image created by students merges with the image created by teachers. These findings will be significant to those who are concerned with education.

The study could have ended here. It is already meaningful enough since it brings about a number of implications both for teacher education and education in its

general sense. However, a further attempt is made to go deeper into the investigation. A lot of traditional variables and relationships have been examined in all experimental and correlational research on teaching to date, but not too many of them have included postulating a reasonable psychological explanation for the findings. Thus it is built into the design of this present study the cognitive style — the field—dependence— independence dimension — to go into the cognitive process of both teachers and students. If the generalization holds about the effect of cognitive style on the conception of a good teacher, then such a psychological attribute can be a very useful predictor in the teaching-learning process; moreover, this can also serve as a starting point for testing psychological relationships in future research on teaching in Hong Kong.

To conclude, the ultimate aim of this study is to draw the attention of those who are interested in education to the teachers. It is indeed essential that amidst all the worries and care shown for the students, teachers should also be allowed to share some of the concern and understanding as one of the teachers has written:

I am not

a marble statue
standing on a pedestal,
impervious to wind, to snow, to driving rain.

I am

a sandstone figure
balanced on a pivot
diminished by the elements
like you.

Like Shylock, I eat;

I bleed;

I cry with pain.

I am not

a giant sequoia,
towering over California valleys,
weathered by seasons, time, external forces.

I am

a growing oak,
stretching toward the sky,
confused by life's demand,
like you.

I have answers only to the little questions.

The great ones we must find together.

----- Mary D. Warren -----

Hypotheses

- (1) The teacher's conception of a good teacher and the student's conception of a good teacher are both affective oriented.
- (2) The teacher's conception of a good teacher and the student's conception of a good teacher, as conceived by the teacher, are both affective oriented.
- (3) The student's conception of a good teacher, as conceived by the teacher, and the student's own conception of a good teacher are both affective oriented.
- (4) The affective oriented teachers are different from the cognitive oriented teachers in their cognitive style. Specifically, affective teachers are more field-dependent than cognitive oriented teachers.
- (5) The affective oriented students are different from the cognitive oriented students in their cognitive style. Specifically, affective oriented students are more field-dependent than cognitive oriented students.

Definitions

(1) The 'affective' dimension

This refers to the teachers' personality traits such as flexibility and impartiality and teacher-pupil-relationship such as care and concern for students and provision of counselling opportunities.

The 'affective' dimension is more related to feeling, emotion, interests, attitudes and values.

(2) The 'cognitive' dimension

This refers the teachers' knowledge of the subjects he teaches or of other subjects and his techniques or skills in the presentation of knowledge.

The 'cognitive' dimension is more related to the recognition of knowledge and the development of intellectual abilities and skills.

[The above two terms have been defined in accordance with the specification of the meanings of the two words in the Taxonomy of educational objectives: the classification of educational goals. Handbook I : Cognitive domain (Bloom, 1956) and the Taxonomy of educational objectives : the classification of educational goals. Handbook II : Affective domain (Krathwohl, 1964).]

(3) Cognitive style

This is an individual difference variable defined as a consistent mode of information processing. The field-dependence-independence dimension is a continuum with the field-dependent end characterized by a more global undifferentiated approach and the field-independent end by a more analytical, differentiated approach to perceptual processing.

In this survey, those teachers and students who obtain relatively high scores in the Hidden Figures Test are termed relatively field-independent and those who obtain relatively low scores are termed relatively field-dependent.

CHAPTER II

METHOD

The method used in this study was a survey research. Two questionnaires were used separately with the teacher and student subject groups (see Appendix A and B). The same 24-item teacher characteristics inventory and Hidden Figures Test were included in the two questionnaires. The Hidden Figures Test was an established test of the field-dependent-independent cognitive style. Both of them were administered to all the subjects to obtain data for the study.

Pilot Studies

Three pilot tests were administered.

Pilot Study I

The first was tried out in early June, 1981 to ascertain the importance of the selected teacher characteristics. Thirty part-time in-service trainees (4 males, 26 females) at a college of education and 43 Form 2 students (26 males, 27 females) in an aided co-ed school took part in the pilot study. Both subject groups had to work on the inventory in Section B, but the teacher group also worked on the inventory in Section D. (For the inventories in Section B and D, see Appendix C). The Hidden Figures Test was administered to both groups. Results showed that students considered nearly all the items important. For each of the items on the 5-point scale, a high rating was observed ($\bar{X} = 4$).

Pilot Study II

Based on the instrument in the first pilot study and other instruments used in other related studies, a revised inventory was designed. The second pilot was conducted

in Nov., 1981 to find out the conception of a good teacher from the subject groups. Thirty-nine part-time in-service teacher trainees (13 males, 16 females) and 37 Form 2 students (18 males, 19 females) were asked to choose 5 essential teacher characteristics from a list of 26 items (see Section B in Appendix D). The teacher group had to work on the same inventory again but with altered instructions to choose characteristics that they thought the students would consider important to a good teacher (see Section D in Appendix D). The Hidden Figures Test (Section C) was administered to both subject groups.

Thus, there were choices of essential teacher characteristics in three groups of conception, i.e. the teacher's conception; the student's conception, as conceived by the teacher; and the student's own conception. When the data of the individual conception groups were analysed using the χ^2 test, results showed there was no significant difference with respect to their affective or cognitive orientation in all the three conception groups : the teacher's conception ($\chi^2(1) = .42$); the student's conception, as conceived by the teacher, ($\chi^2(1) = 1.85$); and the student's own conception ($\chi^2(1) = 2.41$). It was evident that there was no significant difference in the affective or cognitive orientation in the three conception groups.

Further analysis was performed between the conception groups using the χ^2 test. Results showed that there was no significant difference between the teacher's conception and the student's own conception ($\chi^2(1) = .44$), clearly indicating that teachers and students have a high consensus in their affective or cognitive orientation. The same relationship was found between the teacher's conception and the students conception, as conceived by the teacher, ($\chi^2(1) = .25$) and also between the student's conception, as conceived by the teacher, and the student's own conception ($\chi^2(1) = .02$).

The relationship between the affective or cognitive orientation and the cognitive style was investigated by using *t*-test. The cognitive style of individual subjects was determined by the score of the Hidden Figures Test (HFT). All the items in the inventory were classed either affective or cognitive. Out of the five choices of essential good teacher characteristics, those who have chosen three or more than three affective items would be classified into the affective oriented group. Conversely, those who had chosen three or more than three cognitive items would be in the cognitive oriented group. Results showed that there was no significant difference ($t(38) = .28$) between the mean score of the HFT of affective oriented teachers (\bar{X} HFT score = 21.94) and that of the cognitive oriented teacher (\bar{X} HFT score = 22.7). The same insignificant difference ($t(37) = .50$) was found between the affected oriented students (\bar{X} HFT score = 17.84) and the cognitive oriented students (\bar{X} HFT score = 16.58).

Pilot Study III

In the second pilot study, the 26 teacher characteristics were classed into the cognitive and affective dimension. To check whether such classification was valid, in the third pilot study, two panels of judges were formed to classify the characteristics into the 2 dimensions. The first panel was made up of 26 part-time in-service teacher trainees who had already taken part in the second pilot study. The second panel was made up of 19 well qualified instructors who were lecturers at a college of education or experienced secondary school teachers. Each of them was instructed to classify the 26 characteristics either 'affective' or 'cognitive' (see Appendix E). Before they set to work, the definitions of the two terms as used in the survey were explained to them.

Results showed that the views of the two panels of judges of the classification of the 26 items into the cognitive or affective dimensions were highly correlated ($r = .93, p < .01$). A high consensus of opinion on the classification of most of the items is shown in Table 1. Out of 26 items, 20 items had been classified into the same dimension as they were classified in the second pilot study. However, Table 2 shows a difference of opinion on the classification of six items. These items had been re-considered carefully before the final version of the inventory was written and before the final classification of the items into the two respective dimensions was decided upon (see Appendix F).

Table 1
Degree of Consensus on Classification of Items

Degree of Consensus	First Panel of Judges	Second Panel of Judges
%	No. of Items	No. of Items
100	8	7
> 90	6	3
> 80	3	3
> 70	0	3
> 60	3	4
	Total No. = 20	Total No. = 20

Table 2
Items of Low Consensus in
Classification of Items into Two Dimensions

Item#	Description	Treatment
7	expresses himself fluently in speech	discarded
14	has a deep interest in and enthusiasm for the subject he teaches	reclassified and reworded
16	can create a desire in students to pursue on their own	discarded
19	encourages students to think independently	reworded
20	can motivate students to learn	reclassified and reworded
23	is able to create a warm atmosphere conducive to learning	reclassified and reworded

The items are numbered as they are in Appendix D

Main Study

Instruments

(1) Questionnaires

Two sets of questionnaires were used in the survey.

The Teacher Questionnaire (see Appendix A) includes :

- (a) the 24-item teacher characteristic inventory to find out the teacher's conception of a good teacher;
- (b) the same inventory to find out the student's conception of a good teacher, as conceived by the teacher;
- (c) the 32-item Hidden Figures Test to find out the teacher's level of field-dependence-independence; and

(d) several items related to particulars of the teacher.

The Student Questionnaire (see Appendix B) consists of only three parts:

- (a) the 24-item teacher characteristics inventory (same as the one in the Teacher Questionnaire);
- (b) the 32-item Hidden Figures Test to find out the student's level of field-dependence-independence; and
- (c) several items related to particulars of the student.

(2) Selection of items

The inventory in this survey is based on the Gadzella's questionnaire (1968) which has been used in quite a number of studies. The Gadzella's questionnaire is made up of descriptions of 25 criteria of student views of an 'Ideal Professor'. When the results of 3 studies using this instrument are compared : Gadzella (1968), Mueller, et al (1971) and Stanton (1972), with Spearman rank order correlations ranging from .91 to .98 all significant at .01 level, it is clear there is a strong consensus of student opinion on their impression of the 'ideal' instructor and, at the same time, has contributed evidence pertaining to the reliability of the Gadzella Questionnaire.

However, since this questionnaire has originally been designed to obtain student views of an ideal professor, it must be modified to make it suited for junior secondary school students and teachers in Hong Kong. Thus descriptors such as 'organizes and participates in research', and 'writes books and articles for journals and publications' have been deleted. Some other items that have a low ranking in the studies using this questionnaire have also been omitted, e.g. 'is punctual for class', and 'is well groomed and appropriately dressed'. Some of the descriptions are important and useful but they are lengthy and the vocabulary could be difficult to young students. They have been broken

down into more specific descriptors and easier words are used to replace the difficult ones. For example, the item 'is pleasant, establishes a good rapport, maintains a relaxed atmosphere conducive to learning' has been rewritten into 3 more specific items : 'maintains good relationship with students', 'creates a warm learning atmosphere' and 'possesses a pleasant and lively personality'.

After such modification, 16 criteria from the Gadzella's questionnaire have been included into the inventory used in this survey. Other instruments used in other studies : Beck (1967), Dziuban & Sullivan (1978) , Miron & Segal (1978), Lew (1978), Cheung (1980), have also been studied and considered and 6 criteria that have a high ranking in the findings of these studies have also been brought into the inventory. Two self-invented items, based on the researcher's own observation and experience, have also been included, making up the total number of items in the inventory to 24. This is the final inventory. Originally, 26 items were included. But poor and unreliable items were reworded or discarded based on pilot study II and III (see p.23--p.26). Eventually, 24 items were used in the final inventory. Table 3 gives a clear picture of the sources of the 24 items :

Table 3

Sources of the 24 items of Good Teacher Characteristics

Source	Item no.
Gadzella (1968)	1, 3, 4, 5, 7, 8, 9, 10 12, 14, 16, 17, 18, 19, 22, 24.
Beck (1967); Miron & Segal (1978) ; Dziuban & Sullivan (1978); Lew (1978); Cheung (1980)	3, 10, 14, 17, 20, 21
Additional(Che, 1982)	2, 23

Teachers, college student teachers, university students, and secondary school students have used the instruments in the above mentioned studies. Lew (1978) and Cheung (1980) are studies on effective teaching carried out in Hong Kong.

(3) Classification of items

To check whether the classification of teacher characteristics into the affective or cognitive dimension was valid, another study was performed involving two panels of judges who were requested to classify the 26 listed characteristics into the specified dimension (see Pilot Study III, p. 25).

The definitions of the two terms : affective and cognitive, were clearly explained to the participants at the beginning of the study.

Results showed that the views of the two panels of judges of the classification of the items were highly correlated ($r = .93, p < .01$). Twenty items in the inventory were classified into the same dimension as they were by the researcher in the second pilot study. The remaining six items of which the consensus was low were reconsidered, reworded or discarded (see Table 2). After such modification, the classification of 24 items in the final inventory was decided upon (see Appendix F).

(4) Reliability of the instruments

(a) The 24-item teacher characteristic inventory

The reliability of the inventory was tested with 42 Form 2 students (22 males, 20 females) at Baptist Lui Ming Choi Secondary School, Shatin, using the test-retest method with a 2-week interval between the two tests. Results showed that it was a moderately reliable instrument to find out the affective or cognitive orientation of the student ($r = .46$)

(b) The Hidden Figures Test (HFT)

The HFT is an adaptation of Thurstone's Gottschaldt Test (Witkin, et al.,

1962, p. 72; French, Ekstrom, and Price, 1963). The test has 32 items and can be group-administered (see Appendix A, Section C). It has shown to be high in reliability and validity (French, et al., 1963) and has been used in studies using Asian subjects (e.g. Lau, Figurres, Davis, 1981). In this study, the reliability of the HFT was tested with the same 42 Form 2 students using the same method. It was found that the test-retest reliability of the Test was fairly high ($r = .69$).

Subjects

A total of 272 teachers (75 males, 197 females) and 378 students (181 males, 197 females) took part in the survey.

Teachers were recruited from the three colleges of education and they belong to the following programmes:

- (1) Advanced Course of Teacher Education:(ACTE) end-on students — They are the graduates who completed their two-year teacher training course at the colleges of education in 1980 and are now attending a course of advanced studies for one more year. All of them have taught for at least twelve weeks in two secondary schools.
- (2) Advanced Course of Teacher Education:(ACTE) in-service teachers — They are qualified teachers who have been recruited from government or aided schools and are now attending an advanced course of study for one more year. Even though the basic requirement for application is two-year teaching experience, most of these teachers are well experienced ones who have taught for more than 5 or 6 years.
- (3) Part-time Inservice Course of Training for Teachers:(ICTT) in-service teachers — They are full-time permitted or registered teachers in private, caput or

aided secondary schools. They attend classes either in the evening or on a day-release basis. They consist of form five graduates, or matriculants, or diploma holders of the post-secondary colleges. There is also a small number of degree holders of some oversea universities. A great majority of the above mentioned teachers are lower form teachers. A small percentage, however, may have to teach up to F. 6 level.

Table 4 shows the teacher subjects classified by the training programmes and Table 5 shows the same subjects classified by the types of schools in which they teach.

Table 4

Teacher Subjects Classified by Training Programmes

Type of Teacher	No. of subjects		Total No.
	Male	Female	
ACTE end-on students	4	15	19
ACTE in-service teachers	12	38	50
ICTT in-service teachers	59	144	203
	75	197	272

Table 5

Teacher Subjects Classified by Types of Schools

Type of School	No. of subjects		Total No.
	Male	Female	
Government	10	11	21
Aided	9	48	57
Caput	18	29	47
Private	38	108	146
Others	0	1	1
	75	197	272

Students from various types of schools were selected, thus making the sample quite representative. Table 6 shows the student subjects classified by the types of schools in which they study.

Table 6
Student Subjects Classified by Types of Schools

Type of School	No. of School	Other Characteristics	No. of Subjects		Total No.
			Male	Female	
Government	1	(1) Co-ed	18	22	40
Aided	4	(1) Co-ed	19	23	42
		(2) Co-ed., Protestant	18	20	38
		(3) Boys, Catholic	43	0	43
		(4) Girls, Catholic	0	44	44
Caput	1	(1) Co-ed., Protestant	44	45	89
Private	2	(1) Boys, Catholic	39	0	39
		(2) Girls, Catholic	0	43	43
			181	197	378

Procedure

The two sets of questionnaires were administered to the teachers at the three colleges of education and to the students in their own schools in normal classroom situations.

The teacher subjects used about 15 minutes on Section A and Section B, 30 minutes on Section C and 5 minutes on Section D.

The student subjects spent about 10 minutes on Section A and B, and 30 minutes on Section D.

Before all the subjects worked on the Hidden Figures Test, about 10 minutes was spent in giving detailed instructions in Cantonese to ensure full understanding of the written instructions on page 1 of the Test.

Data Analysis

Basically, two methods of analysis were used.

First, parametric t and F tests were used on the affective / cognitive scores. Second, non-parametric χ^2 test was used on the distribution of subjects in the conception groups. These two methods would give a clearer interpretation of the results.

- (1) To find out preference for essential teacher characteristics
 - (a) The items in Section A were rank ordered using frequency count and frequency in percentage.
 - (b) The same analysis was repeated using items in Section D.
- (2) To find out degree of affectiveness in the three conception groups. By using the choices of the subjects, the χ^2 test was employed.
- (3) To test Hypotheses 1, 2 and 3
 - (a) The χ^2 test and t -test or F test were employed to find out the relationship of the following conception groups:
 - (i) The teacher's conception and the students conception
 - (ii) The student's conception, as conceived by the teacher, and the student's conception
 - (b) The χ^2 test and correlated t -test were employed to find out the relationship between the teacher's conception and the student's conception, as conceived by the teacher.
 - (c) The above analyses were repeated using other demographic data e.g. sex and subjects taught.

- (4) To test Hypotheses 3, and 4
- (a) Pearson product-moment coefficient of correlation was used to correlate the teacher's conception with the teacher's HFT score. The *t*-test was employed to find out the relationship between the HFT score of cognitive teachers and the HFT score of the affective teachers.
 - (b) The above analyses were repeated with the student's data.

Limitations

- (1) It was by no means easy to classify the teacher characteristics into the cognitive or affective aspects. However, an attempt had been made to do so for clearer specification of the purpose of the study and for the use of future analysis and discussion. It was hoped the setting up of the two panels of judges could help remedy this defect.
- (2) It was stated that this survey wished to probe into the student's conception of a good teacher in the lower secondary forms. However, only Form 2 students were used as subjects. It was very much doubted if Form 1 student could be very explicit about what they really wished to get from their teachers since they had just gone up to the secondary level; moreover, they might not be able to cope with the ideas incorporated in the descriptors in the inventory. Form 3 students were also not included in the survey because it was not illogical to assume that since they had been very much preoccupied with the Form 3 Scaling Test, their conception of a good teacher would tend to be examination centred and their judgement would be biased.
- (3) As for the teacher subjects were concerned, only those who were undertaking a course of study at colleges of education were recruited. This might have an effect on the findings of the study since it was reasonable to assume that these

teachers were more motivated towards teaching and their judgement of effective teaching might also be affected by the sort of training they received during their course of study. But since a high percentage of the teacher subjects were full-time teachers who were only taking up a part-time study, to minimize all the undesirable effects, the subjects were reminded, at the very beginning of the survey, to refer to their own teaching experience and their own observation when they worked on the inventory. Moreover, this limitation was discussed in the conclusion and recommendations were made with respect to the subjects used in future studies.

- (4) This study could only help to find out the orientation towards the affective or cognitive dimension in the three conception groups and whether there was any significant difference in the orientation by comparing these groups; however, the findings did not show any causal relationship, i.e. there was no evidence showing cause and effect. For example, this survey did not demonstrate whether the teacher's conception had been affected by what they conceived the student would consider to be essential characteristics to a good teacher.

CHAPTER III

RESULTS

The findings of the study were reported in the following sequence :

After the reliability of the instrument used in the study had been ascertained, the preference for good teacher characteristics in the three conception groups was presented, firstly, by reviewing the choices made in the individual groups, then by comparing the three conception groups with respect to the choices they had made.

Next, the affective / cognitive orientation in the preference for teacher characteristics was demonstrated, firstly, in the individual conception groups and then by comparing the degree of affectiveness / cognitiveness in the three groups.

Finally, the relation between affective / cognitive orientation and field-dependence-independence was studied, firstly, with the teacher sample, then with the student sample.

Reliability of the Instrument

The instrument was made up of two parts : the 24-item teacher characteristic inventory and the Hidden Figures Test.

With a sample of 42 Form 2 students using the test-retest method, the reliability of the inventory was shown to be moderately high ($r = .46$). With the same subjects and method, the reliability of the HFT was proved to be fairly high ($r = .69$), (see p. 30).

Preference for Good Teacher Characteristics

Choices of Good Teacher Characteristics in the Three Conception Groups

The choices of the characteristics of the three conception groups — the

teacher's own conception, the student's conception, as conceived by the teacher, and the student's own conception — were presented in Table 7. These choices were also rank-ordered based on frequency counts and percentage. The findings were presented in Table 8.

(1) The teacher's conception

In the teacher's conception group, the following items were considered more important to a good teacher :

Item 7 : has lessons well prepared and organized.

Item 2 : cares for his students

Item 20 : has an interest in and enthusiasm for teaching

Item 3 : has a thorough knowledge of the subject he teaches

Item 7 and 3 are cognitive characteristics and Item 2 and 20 are affective ones (see Classification of items, p. 30).

The following items were considered unimportant and they were all cognitive characteristics :

Item 19 : makes effective use of tests and assignments

Item 5 : uses audio visual aids effectively

Item 23 : is prompt in returning tests and assignments

Item 15 : handles students' questions and answers swiftly

Table 7
Preference for 24 Good Teacher Characteristics in the Three Conception Groups

Item No.	Description	Conception Groups								
		Teachers			Students(conce.)			Students		
		Count	%	Rank	Count	%	Rank	Count	%	Rank
1	Explains difficult material clearly	36	1.9	19	112	5.9	7	138	5.2	7
2	Cares for his students	183	9.6	2	144	7.6	4	254	9.6	2
3	Has a thorough knowledge of the subject taught	163	8.6	4	99	5.2	8	65	2.5	18
4	Is friendly & approachable	84	4.4	11	167	8.8	2	181	6.8	3
5	Uses aids effectively	15	0.8	22	25	1.3	21	20	0.8	24
6	Is always flexible	45	2.4	17	33	1.7	19	57	2.2	19
7	Has lessons well prepared & organised	212	11.1	1	114	6.0	6	143	5.4	6
8	Creates a warm learning atmosphere	78	4.1	12	86	4.5	9	168	6.3	4
9	Knows other subjects & current affairs	42	2.2	18	61	3.2	14	31	1.2	23
10	Is humorous	28	1.5	20	118	6.2	5	133	5.0	8
11	Presents the lesson in an interesting way	99	5.2	7	194	10.2	1	168	6.3	4
12	Provides counselling opportunities	108	5.7	5	80	4.2	10	131	5.0	9
13	Develops thought process in students	102	5.4	6	16	0.8	23	86	3.3	14
14	Maintains good relationship with students	53	2.8	15	62	3.3	13	112	4.2	12
15	Handles pupils' questions & answers swiftly	12	0.6	24	46	2.4	17	70	2.6	17
16	Is impartial	70	3.7	13	167	8.8	2	270	10.2	1
17	Uses teaching methods effectively	85	4.5	10	43	2.3	18	87	3.3	13
18	Is pleasant and lively	52	2.7	16	59	3.1	15	78	2.9	15
19	Uses tests & assignments effectively	20	1.1	21	12	0.6	24	40	1.5	22
20	Is interested in teaching	175	9.2	3	54	2.8	16	72	2.7	16
21	Uses stimulating questions	55	2.9	14	31	1.6	20	125	4.7	10
22	Uses rewards & punishments effectively	86	4.5	9	73	3.8	12	54	2.0	20
23	Returns tests & assignments promptly	14	0.7	23	80	4.2	10	43	1.6	21
24	Motivates students to learn	87	4.6	8	24	1.3	22	120	4.5	11
		1904#	100		1900#	100		2646 #	100	

indicates the no. of choices, not the no. of subjects

(2) The student's conception, as conceived by the teacher

In the student's conception, as conceived by the teacher, the following items were regarded by the teacher as important good teacher characteristics to the student :

Item 11 : presents the lesson in an interesting way

Item 4 : is friendly and approachable to students

Item 16 : has definite standard; is impartial in grading

Item 2 : cares for his students

These items, except item 11, are affective characteristics.

The following items were considered by the teacher to be unimportant good teacher characteristics to the student :

Item 5 : uses audio-visual aids effectively

Item 24 : motivates students to learn

Item 13 : develops thought processes in students

Item 19 : makes effective use of tests and assignments

These items, except item 24, are cognitive characteristics.

(3) The student's own conception

In the student's own conception, the following two items were considered by the student very important to a good teacher :

Item 16 : has definite standard; is impartial in grading

Item 2 : cares for his students

They were affective characteristics and took precedence over all the other items.

The following items were considered unimportant and they were all cognitive characteristics :

Item 19 : makes effective use of tests and assignments.

Item 9 : has a knowledge of current affairs and other subjects

Item 5 : uses audio-visual aids effectively

Comparison of Choices of Good Teacher Characteristics in the Three Conception Groups

Results showed that teachers and students might have the same or different preference for teacher characteristics that they considered important to a good teacher. Table 8 shows the rank order of the 24 essential teacher characteristics in the 3 conception groups and such a comparison would help to present the findings more clearly.

(1) The teacher's conception vs the student's conception

(a) The following characteristics were important to both teachers and students :

Item 2 : cares for his students

Item 7 : has lessons well prepared and organized

Item 12 : provides opportunities for counselling with students for individual problems

Item 11 : presents the lesson in an interesting way

These characteristics were among the top ten items on the lists.

Table 8

Rank Order of the 24 Good Teacher Characteristics in the Three Conception Groups

Conception Groups								
Teachers			Students (Conceived)			Students		
Rank	Item	%	Rank	Item	%	Rank	Item	%
1	7. Lessons well prepared	11.1	1	11. Interesting presentation	10.2	1	16. Impartial	10.2
2	2. Cares for students	9.6	2	4. Friendly & approachable	8.8	2	2. Cares for students	9.6
3	20. Interested in teaching	9.2	3	16. Impartial	8.8	3	4. Friendly & approachable	6.8
4	3. Thorough knowledge	8.6	4	2. Cares for students	7.6	4	8. Warm learning atmosphere	6.3
5	12. Provides counselling	5.7	5	10. Humorous	6.2	5	11. Interesting presentation	6.3
6	13. Develops thought process	5.4	6	7. Lessons well prepared	6.0	6	7. Lessons well prepared	5.4
7	11. Interesting presentation	5.2	7	1. Clear explanation	5.9	7	1. Clear explanation	5.2
8	24. Motivates to learn	4.6	8	3. Thorough knowledge	5.2	8	10. Humorous	5.0
9	22. Uses rewards & punishments	4.5	9	8. Warm learning atmosphere	4.5	9	12. Provides counselling	5.0
10	17. Uses teaching methods	4.5	10	12. Provides counselling	4.2	10	21. Uses stimulating questions	4.7
11	4. Friendly & approachable	4.4	11	23. Returns tests promptly	4.2	11	24. Motivates to learn	4.5
12	8. Warm learning atmosphere	4.1	12	22. Uses rewards & punishments	3.8	12	14. Good relationship	4.2
13	16. Impartial	3.7	13	14. Good relationship	3.3	13	17. Uses teaching methods	3.3
14	21. Uses stimulating questions	2.9	14	9. Knows other subjects	3.2	14	13. Develops thought process	3.3
15	14. Good relationship	2.8	15	18. Pleasant & lively	3.1	15	18. Pleasant & lively	2.9
16	18. Pleasant & lively	2.7	16	20. Interested in teaching	2.8	16	20. Interested in teaching	2.7
17	6. Flexible	2.4	17	15. Handles ans. & ques. swiftly	2.4	17	15. Handles ans. & ques. swiftly	2.6
18	9. Knows other subjects	2.2	18	17. Uses teaching methods	2.3	18	3. Thorough knowledge	2.5
19	1. Clear explanation	1.9	19	6. Flexible	1.7	19	6. Flexible	2.2
20	10. Humorous	1.5	20	21. Uses stimulating questions	1.6	20	22. Uses rewards & punishments	2.0
21	19. Uses tests & assignments	1.1	21	5. Uses aids	1.3	21	23. Returns tests promptly	1.6
22	5. Uses aids	0.8	22	24. Motivates to learn	1.3	22	19. Uses tests & assignments	1.5
23	23. Returns tests promptly	0.7	23	13. Returns tests promptly	0.8	23	9. Knows other subjects	1.2
24	15. Handles ans. & ques. swiftly	0.6	24	19. Uses tests & assignments	0.6	24	5. Uses aids	0.8
		100			100			100

(b) The following characteristics were unimportant to both teachers and students:

Item 23 : is prompt in returning tests and assignments

Item 5 : uses audio-visual aids effectively

Item 19 : makes effective use of tests and assignments

Item 9 : has a knowledge of current affairs and other subjects

These characteristics were at the bottom of the lists. Both teachers and students considered them unimportant.

(c) Teachers and students tended to have different views of the following characteristics :

Item 3 : has a thorough knowledge of the subject he teaches

Item 16 : has definite standard; is impartial in grading

Item 4 : is friendly and approachable to students

Item 20 : has an interest in and enthusiasm for teaching

Such differences were reported in Table 9.

Table 9
Incongruent Views on Good Teacher
Characteristics between Teachers and Students

Item	Teachers		Students	
	Rank	%	Rank	%
20	3	9.2	16	2.7
3	4	8.6	18	2.5
4	11	4.4	3	6.8
16	13	3.7	1	10.2

- (2) The student's conception, as conceived by the teacher, vs the teacher's conception

Results showed that when teachers were asked to choose characteristics of a good teacher from the point of view of the students, they tended to hold different opinions of some of the characteristics. Some items, however, were important on both conception lists. A more detailed examination of the choices would help to clarify the situation.

- (a) The following characteristics were important in both conception groups :

Item 2 : cares for his students

Item 7 : has lessons well prepared and organized

Item 11 : presents the lesson in an interesting way

Item 3 : has a thorough knowledge of the subject he teaches

Item 12 : provides opportunities for counselling with students for individual problems

The above items had occupied top positions on both conception lists, thus they were considered important in the teacher's own conception of a good teacher and in their conceived important characteristics to students.

- (b) The following characteristics were unimportant in both conception groups :

Item 19 : makes effective use of tests and assignments

Item 5 : uses audio-visual aids effectively

Item 6 : is always flexible

- (c) The following characteristics differed in their importance in the two conception groups:

A number of characteristics had taken up different positions on the two conception lists. This showed that teachers tended to view

them differently when they were pondering over what they themselves considered essential and what they thought students would consider essential. Such incongruence in their views was presented in Table 10.

Table 10
Incongruent Views on Good Teacher

Characteristics between the Teacher's and the Teacher's Conceived Student's Conception

Item	Teachers		Students (Conceived)	
	Rank	%	Rank	%
20	3	8.6	16	2.8
3	6	5.4	23	0.8
24	8	4.6	22	1.3
4	11	4.4	2	8.8
16	13	3.7	2	8.8
1	19	1.9	7	5.9
10	20	1.5	5	6.2

- (3) The student's conception , as conceived by the teacher, vs the student's conception

By comparing these two conception groups, whether teachers could make correct judgements on student's choices of essential characteristics could be ascertained. Results showed that teachers could predict the views of students on some of characteristics but in some cases there was no such consensus of opinion.

- (a) The following characteristics were important in both conception groups :
- Item 2 : cares for his students
- Item 4 : is friendly and approachable to his students

Item 16 : has definite standard; is impartial in grading

Item 11 : presents the lesson in an interesting way

There was a high consensus of opinion on these top characteristics on both lists showing that teachers could conceive correctly the needs of students.

- (b) The following characteristics were unimportant in both conception groups :

Item 5 : uses audio-visual aids effectively

Item 19 : makes effective use of tests and assignments

Item 6 : is always flexible

Item 15 : handles students' questions and answers swiftly

Item 20 : has an interest in and enthusiasm for teaching

This agreement on the unimportant or least important characteristics showed that teachers could predict correctly the views of students.

- (c) The following were characteristics that differ in their importance in the two conception groups :

In spite of the high consensus of opinion on many of the characteristics, results presented in Table 11 showed that opinions still differed in the following items.

Table 11
Incongruent Views on Good Teacher
Characteristics between the Teacher's
Conceived Student's and the Student's Conception

Item	Students (Conceived)		Student	
	Rank	%	Rank	%
3	8	5.2	18	2.5
23	11	4.2	21	1.6
21	20	1.6	10	4.7
24	22	1.3	11	4.5

Affective / Cognitive Orientation in the Preference for Good Teacher Characteristics

Affective / Cognitive Orientation in the Three Conception Groups

Results clearly indicated that both teachers and students were affective oriented in their conception of a good teacher. The χ^2 values obtained for the three conception groups based on the number of affective and cognitive choices were all significant at .02 level, indicating clearly the affective orientation. The findings were reported in Table 12.

Table 12
Affective Orientation in the Three Conception Groups

Conception Groups	No. of Choices		Total No. of choices	χ^2
	Affective	Cognitive		
Teachers N = 272	1049	855	1904	19.46**
Students (Conceived) N = 272	1067	833	1900	142.48**
Students N = 378	1630	1016	2646	28.82**

** $p < .01$; all dfs = 1

Results also showed that sex difference had no effect on the affective or cognitive orientation in the conception of a good teacher. The *t*-test used showed insignificant difference between the mean affective scores of males and females subjects in the three conception groups. The findings were reported in Table 13.

Table 13
A Comparison of Affective Scores of Male and Female subjects
in the Three Conception Groups

Sex	Conception Groups					
	Teachers		Students		Students	
			(Conceived)			
	N	\bar{X}	N	\bar{X}	N	\bar{X}
Male	75	3.82	75	3.85	181	4.35
Female	197	3.86	197	3.94	197	4.28
		$t(270) = 0.28$ n.s.			$t(270) = 0.62$ n.s.	$t(376) = 0.52$ n.s.

Grouping of Subjects into Affective Groups

Each subject had been asked to choose 7 characteristics they considered to be essential to a good teacher. Based on these individual choices, all the subjects were classified into different affective groups according to the number of affective items in their own choices. The degree of affectiveness was also reflected in these affective groups. Table 13 shows the classification of affective groups.

Table 14
Classification of Subjects into Affective Groups
by Various Combinations of Affective / Cognitive Items

Various combinations of affective/cognitive items chosen		No. of	No. of	Affective	Degree of
Affective	Cognitive	Teachers	Students	Group	Affectiveness
0	7	0	0	+	
1	6	2	4	+	
2	5	27	30	1	Low
3	4	71	56	2	Relatively low
4	3	92	115	3	Moderate
5	2	69	109	4	Relatively high
6	1	10	55	5	High
7	0	1	9	+	

+ no affective groups were formed on account of the small number of subjects.

Affective Group 1 was the low affective group with only 2 affective items in the 7 choices, thus this group was also the lowest in degree of affectiveness. Affective Group 5 was the high affective group with 6 affective items in the 7 choices, thus it was the highest in degree of affectiveness. Depending on the number of affective items in the choices, the other affective groups ranged from relatively low to relatively high in their degree of affectiveness. The more affective items there were in the group, the more affective the group was.

Comparison between Affective Groups in the Three Conception Groups

(1) The teacher's conception vs the student's conception

The *t*-test used showed that there was significant difference between the affective groups in the two conception groups ($t(648) = 4.88, p < .0001$). The same significance was found with the χ^2 test ($\chi^2(5) = 34.52, p < .0001$). Results showed that even though both conception groups were affective oriented the student group (affective mean score = 4.31) was much more affective oriented than the teacher group (affective mean score = 3.86).

(2) The teacher's conception vs the student's conception, as conceived by the teacher

Pearson correlation showed that there was a significant but very weak relationship between the teacher's conception and their conceived student's conception ($r = .12, p < .05$). Further analysis with the affective groups in these two conception groups using the correlated *t*-test also resulted in the same insignificance, showing that these two groups did not differ in their affective orientation ($t(271) = .75, n.s.$).

(3) The student's conception, as conceived by the teacher, vs the student's conception

Significant difference was found between the affective groups in the two conception groups. ($t(648) = 4.08, p < .0001$). The same significance was obtained with the chi square test ($\chi^2(5) = 34.51, p < .0001$). The student's own conception of a good teacher (affective mean score = 4.31) is much more affective oriented than that in the conceived student's conception (affective mean score = 3.9).

Affective / Cognitive Orientation and Field-Dependence-Independence

The Hidden Figures Test (HFT) Score — the Teacher Sample

- (1) Hidden Figures Test scores vs the degree of affectiveness in the teacher's conception.

Pearson correlation showed that affective scores and HFT scores were unrelated ($r = .01$, n.s.). Moreover, the five low to high affective groups did not differ in their HFT scores ($F(4, 264) = .31$, n.s.); the findings were presented in Table 15.

Table 15

Means of Hidden Figures Test Scores for the Five Affective Groups (Teachers)

Teachers	Affective Groups				
	1	2	3	4	5
\bar{X}	26.19	26.94	26.86	27.20	24.30
N	27	71	92	69	10

By using the low affective group i.e. with only 2 affective items in the 7 choices and the high affective group i.e. with 6 affective items in the 7 choices, further analysis was performed with t -test. Again no significant difference was found between the mean scores on HFT and the extreme affective groups ($t(35) = .56$, n.s.)

Thus the results indicated that field-dependence-independence was not related to the affective orientation in the teacher's conception of a good teacher.

Sex difference also did not affect the relationship between the degree of affectiveness and HFT score. *F* test was used separately with male and female subjects.No significant difference was found with the HFT scores and affective groups of the male teacher subjects (*F*(4, 70) = 1.24, n.s.) and the same insignificance was found with the female teacher subjects (*F* (4, 189) = 0.32,n.s.). The findings were shown in Table 16.

Table 16
Means of Hidden Figures Test Scores for the Affective Groups (Teachers)
with Male and Female Subjects

Teachers	Affective Group				
	1	2	3	4	5
Males					
\bar{X}	28.57	25.32	27.90	29.31	17.00
N	7	19	31	16	2
Females					
\bar{X}	25.35	27.54	26.33	26.57	26.13
N	20	52	61	53	8

- (2) HFT scores vs other variables in the teacher group
 - (a) Age

It was found that the HFT score was very weakly related to the age of teacher. With the total sample of teachers, there was a

negative correlation between scores on the age and Hidden Figures Test ($r = -0.12, p < .02$). This showed the younger the teacher, the higher HFT score he was able to obtain, i.e. the more field-independent he was.

(b) Levels taught

The HFT score was significantly related to the class levels the teachers taught ($F(1, 265) = 5.23, p < .02$). Lower form teachers (mean HFT score = 27.25) were relatively more field-dependent than senior form teachers (mean HFT score = 23.72).

(c) Subjects taught

F test showed significant difference in the mean scores on the HFT of the four subject groups ($F(3, 268) = 4.9, p < .002$). Mathematics and Science teachers were relatively more field-independent than teachers of other subjects, with language teachers scored the lowest in HFT. The findings were reported in Table 17.

Table 17

Means of Hidden Figures Test Scores for the Four Subject Groups

Teachers	Subject Groups			
	Languages	Social Studies	Math. & Science	Cultural
\bar{X}	25.56	26.33	30.10	28.04
N	172	15	60	25

The Hidden Figures Test (HFT) Score — the Student Sample

(1) HFT scores vs the degree of affectiveness in the student's conception

With 365 students, a significant but weak and negative correlation between the degree of affectiveness in the student's conception and the HFT score was found ($r = -0.11, p < .02$). The significant difference between the mean scores on HFT of the affective groups is shown in Table 18, ($F(4,360) = 2.43, p < .04$).

Table 18

Means of Hidden Figures Test Scores for the Five Affective Groups (Students)

Students	Affective Groups				
	1	2	3	4	5
\bar{X}	25.13	23.45	23.93	23.39	10.58
N	30	56	115	109	55

A significant relationship was obtained when further analysis was performed with the extreme affective groups, i.e. low and high affective groups and the HFT score using t -test ($t(83) = 2.58, p < .01$).

These findings showed that more affective students scored lower on the HFT, i.e. were relatively more field-dependent and the less affective students obtained higher HFT scores i.e. were relatively more field-independent.

Such a relationship was shown to be present with female students ($F(4, 190) = 2.97, p < .02$) but not with male students ($F(4), 165) = 0.62, n.s.$). The less affective female students were relatively more field-independent than the more affective female students but such a relationship was not demonstrated by the male group. This was reported in Table 19.

Table 19
Means of Hidden Figures Test Scores for the Affective Groups (Students)
with Male and Female Subjects

Students	Affective Groups				
	1	2	3	4	5
Males					
\bar{X}	26.79	23.76	23.92	24.17	22.85
N	14	25	51	53	27
Females					
\bar{X}	23.69	23.19	23.94	22.64	18.39
N	16	31	64	56	28

(2) HFT scores and other variables in the student sample

(a) Favourite subjects

No significant difference in the mean scores on the HFT of the five subject groups was found ($F(4, 371) = 1.98, n.s.$). It showed that student's field-dependent-independent cognitive style was not related to their favourite subjects. Such findings were presented in Table 20.

Table 20
Means of Hidden Figures Test Scores
for the Favourite Subject Groups (Students)

Students	Favourite Subject Groups				
	Languages	Social Studies	Mathematics & Science	Cultural	Others
\bar{X}	21.96	22.49	24.28	23.87	26.40
N	138	51	122	60	5

(3) Choosing a teaching career

It was demonstrated by F test that whether students opted to be a teacher was not related to their HFT scores ($F(1, 370) = 1.39, n.s.$). It showed that students' preference for teaching as a career could not be predicted by considering the cognitive style of the students.

CHAPTER IV

DISCUSSION

Preference for Good Teacher Characteristics

In this present study, many of the top characteristics on the three conception lists are affective in nature, e.g. item 2, item 4, and item 6. Item 2 : cares for his students, has a high ranking in all conception groups, showing that all the subjects have regarded this an essential characteristic to a good teacher.

Such emphasis on the affective aspect of the teacher characteristics was also found in the study of Sherman and Blackburn (1975) in which effective college teaching was found related to personal factors. However, the finding is not consistent with many past studies on good teacher characteristics since many of the important characteristics were cognitive biased (Stanton, 1972; Miron & Segal, 1978; Cheung, 1980). This may be due to the fact that only junior form students and teachers were used as subjects in this study and their views of a good teacher may be different from that of more advanced students and senior form teachers in other studies.

The unimportant characteristics agreed upon by all the conception groups are cognitive items, e.g. item 3, item 9 and item 19. This shows the strong affective orientation in the conception groups. Item 5 : effective use of audio-visual aids is an unimportant item on all the three lists. However, it is ironic to know that, while this characteristic is waved aside by all the subjects, modern educational technology is still much emphasized in teacher education. There is always the assumption that effective use of aids can help a teacher to put his points across, thus enhancing effective teaching. However, to junior form students and teachers, such a characteristic is of little importance.

It is also interesting to note that the student's conception is topped by item

16 : has definite standard, is impartial in grading. In fact, this is also the top characteristic in the student's conception group in the pilot study. This helps to confirm the importance of such a characteristic to students. But what has contributed such importance to this item? Is it because of the Chinese ethical values that have placed so much emphasis on a sense of justice and righteousness? Or, in an achievement oriented and grade conscious mentality, this characteristic becomes important simply because of its practical influence? Or, is it because teachers in Hong Kong, especially those teaching in the lower forms, are often so biased and prejudiced in their treatment of students that all these students express their unanimous wish for a just and impartial teacher?

From the teacher's own conception of a good teacher and the conceived student's conception, it can be seen that teachers tended to choose different characteristics for themselves and for the students. The teacher's own conception is much affected by what they conceive to be important to students. This is very much in line with Cooley's (1902) looking-glass self theory in which the imagined judgement of others plays a very important part. This is again confirmed by the fact that the ranking of many of the characteristics on the conceived conception list correspond very closely to that on the student's list. This also shows the teachers are not unaware of the needs of the students and have comprehended correctly what a good teacher to the student is.

Affective / Cognitive Orientation in the Preference for Good Teacher Characteristics

In the preference for good teacher characteristics in the three conception groups, the choices of affective cognitive items have shown that all the conception groups are affective oriented, thus the following hypotheses have been confirmed:

- (1) The teacher's conception of a good teacher and the student's own conception of a good teacher are both affective oriented.

- (2) The teacher's conception of a good teacher and the student's conception of a good teacher, as conceived by the teacher, are both affective oriented.
- (3) The student's conception of a good teacher, as conceived by the teacher, and the student's own conception of a good teacher are both affective oriented.

This is not to say the cognitive aspect is unimportant, but relatively speaking, both teachers and students consider the affective aspect more important than the cognitive aspect. This clearly indicates that junior form students and teachers put much emphasis on personality factors and the teacher-pupil relationship. A learned teacher who has his lessons well prepared and clearly presented could not make a successful teacher unless he has shown his care and concern for his pupils and has established a good relationship with them.

Affective / Cognitive Orientation and Field-Dependence-Independence

It has been found that affective orientation in the teacher group is not related to their field-dependence-independence dimension of cognitive style, thus the following hypothesis is not confirmed :

- (4) The affective oriented teachers are different from the cognitive teachers in their cognitive style. Specifically, affective oriented teachers are more field-dependent than cognitive oriented teacher.

It is not difficult to look for reasons that account for the absence of such relationship. Many other factors, both external and internal, such as pressure from the school authority, anxiety over examination results, exhaustion over work, could have exerted an effect on teacher's conception and have taken precedence over the field-dependent-independent cognitive style.

However, the Mathematics and Science teachers are found to be relatively more field-independent than teachers teaching languages, social studies and cultural

subjects. The findings are consistent with the views in literature (Witkin, et al, 1975) showing that field-independent teachers prefer teaching situations that are impersonal in nature and oriented toward the more cognitive aspects of teaching. These teachers are also teachers who encourage students to apply principles instead of teaching facts. These qualities can be attributed to many Mathematics and Science teachers.

Even though the teacher group has failed to demonstrate the expected relationship between cognitive style and affective orientation, the student group has manifested such a relationship. Results have shown that more affective students are more field-dependent than the more cognitive students, thus the following hypothesis is confirmed:

- (5) The affective oriented students are different from the cognitive oriented students in their cognitive style. Specifically, affective oriented students are more field dependent than cognitive oriented students.

In the literature, the field-dependent people are shown to be more social oriented and more drawn to people (Witkin, et al., 1975). The affective group in this study is also more social oriented. But such finding is not consistent with that in the study of Coward, et al. (1978) in which the hypothesis that field-dependent students ranked socially oriented characteristics as important was not confirmed. However, the findings in this study show that the Hidden Figures Test is of predictive value, especially with the young students. Teachers can get a better understanding of the students by making use of the Test. After the Test has been administered to a class of students, the teacher can deduce from the HFT scores of the students what their orientation in the conception of a good teacher is!

CHAPTER V

CONCLUSION AND RECOMMENDATIONS

It has been clearly demonstrated by this study that, in Hong Kong, junior form students and teachers are affective oriented in their conception of a good teacher, even though the degree of affectiveness varies with the teachers and students. The choices of characteristics have helped to bring out the fact that it is the relationship with students and the care and concern that a teacher shows for his students that is most valued by the student. The cognitive aspect, e.g., a thorough knowledge of subjects and interesting presentation of subject matters, is not unimportant, but the emphasis is still on the affective aspect.

What is the implication for teacher education? As what Hamachek (1969) has pointed out, does this mean at least as much time should be spent exposing teachers to the complexities of personality structures and human relation as to the structure of knowledge itself? It is high time for the teacher trainers in teaching training institutes to take this into consideration in their curriculum planning.

Another important finding in this survey is the teacher's own conception of a good teacher and his conception of what is a good teacher to his students are very much interrelated. This has brought out the importance of self-perception and perception of others. It comes as no surprise that how one views others is highly dependent on how one perceives oneself. Thus if those who are concerned with teacher education can help the teachers to acquire a more positive image of themselves, then the teachers would project this positive image on others. With a positive self-other-perception, the teacher would be able to function more effectively.

The Hidden Figures Test has not demonstrated all the expected effects, even though it is more successful with the student group than the teacher. But with Chinese subjects in a Chinese society, there could be many factors that could have exerted a

much stronger influence on the teacher's orientation in their conception of a good teacher than the psychological variable — the field-dependent-independent cognitive style. These factors could be ethical, social or even personal. But it does not mean the HFT is invalid in all cases. It has shown a marked effect on the younger group — the student group. It still has its predictive value though it must be used with discretion.

Thus, to conclude, it is shown clearly that both teachers and students are affective oriented and have consensus views of the more important or least important characteristics; however, the relation between cognitive style and the conception of a good teacher is not ascertained.

If further studies are to be conducted in this area of effective teaching, the following recommendations could be useful :

1. It would be more advisable to get hold of a larger sample of teachers in school. One of the limitations of this present study is the small sample size of teachers and all the teachers being trainees in colleges of education the effect of training on their conception of a good teacher could not be eliminated. A larger sample of teachers in schools could help to give a clearer picture of the essential characteristics of a good teacher.
2. Only junior form students were used in the study. With the teacher sample, only a very small percentage was made up of senior form teachers. It would be interesting to find out the conception of a good teacher of the senior form teachers and students. Common sense has always stressed the importance of the cognitive aspect with this group of subjects. It is worth investigating whether such conjecture is true.
3. This study has attempted to group the characteristics into the affective and cognitive domains instead of just identifying the importance of each characteristic. Future research along the same line can categorize the characteristics in other ways and provide other criteria to serve as basis on which effective teaching can be judged.

4. A psychological variable — the field-dependence-independence cognitive style has been included in this study to enhance the knowledge of effective teaching. However, owing to the limited scale of the survey, the investigation into the psychological relationship was simply relational. It would be more useful if such a psychological relationship could be more adequately tested. It is recommended that other useful or interesting psychological perspectives can be incorporated into future research on teacher effectiveness. It is believed that the findings of such research can help to answer many questions in education and can surely enhance the knowledge of effective teaching in educational research.

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**Conception of a Good Teacher Questionnaire
and Hidden Figures Test (for the Teacher)**

SECTION A**THE TEACHER**

73

Please give us some information about yourself.

Part I

1. Sex _____
Please '✓' where applicable
2. Age _____
3. Education Level & Professional Training
H.K.C.E.E. / Matriculation _____ College of Education _____
University / College _____ Others _____
Please specify _____
4. Type of Teacher
A.C.T.E. end-on student _____ (Attempt Part II only)
A.C.T.E. in-service teacher _____ (Attempt Part III only)
I.C.T.T. in-service teacher _____ (Attempt Part IV only)

Part II (For A.C. T.E. end-on student)

1. Names of the two teaching practice schools within the school year, 1980 / 81
_____ and _____
2. Your elective subject in the A.C.T.E. course is _____

Part III (For A.C.T.E. in-service teacher)

1. Years of teaching experience _____
2. Name of the school you taught in the school year, 1980 / 81

3. Your elective subject in the A.C.T.E. course is _____

Part IV (For I.C.T.T. in-service teacher)

1. Years of teaching experience _____
2. Name of school _____
3. Type of school _____ (Govt / Subsidized /Caput/Private)
4. Main subjects taught
(8 or more than 8 periods per wk/cycle)

	<u>Subject</u>	<u>No. of periods per wk/cycle</u>
_____	_____	_____
_____	_____	_____
_____	_____	_____
5. Main levels taught

	<u>Form</u>	<u>No. of periods per wk/cycle</u>
_____	_____	_____
_____	_____	_____
_____	_____	_____

SECTION B

74

A GOOD TEACHER - TO ME

The 24 items listed below deal with the characteristics which are felt to be important to a good teacher. According to your own idea of a good teacher, choose 7 characteristics which are most essential and should be possessed by a good teacher. Write down the numbers of these items in the spaces provided. You do not need to arrange them in order of importance.

A good teacher

1. explains difficult material clearly.
2. cares for his students.
3. has a thorough knowledge of the subject he teaches.
4. is friendly and approachable to his students.
5. uses audio-visual aids effectively.
6. is always flexible.
7. has lessons well prepared and organized.
8. creates a warm learning atmosphere.
9. has a knowledge of current affairs and other subjects.
10. has a sense of humour.
11. presents the lesson in an interesting way.
12. provides opportunities for counselling with students for individual problems.
13. develops thought processes in students.
14. maintains good relationship with students.
15. handles students' questions and answers swiftly.
16. has definite standard; is impartial in grading.
17. uses various teaching methods effectively.
18. possesses a pleasant and lively personality.
19. makes effective use of tests and assignments.
20. has an interest in and enthusiasm for teaching.
21. uses stimulating questions to arouse students' intellectual curiosity.
22. uses rewards and punishments effectively to guide students to do right.
23. is prompt in returning tests and assignments.
24. motivates students to learn.

I have chosen the 7 most essential characteristics that a good teacher should possess. Their numbers are _____ , _____ , _____ , _____ , _____ , _____ and _____ .

我心目中的「好老師」

75

下列二十四項都是一個「好老師」所應具備的特質，請依照你個人對「好老師」的看法，選擇七項你認為最重要，而且是一個「好老師」最應該具備的特質，請把答案號數寫在適當的空格中。你並不須要排列這七項的重要性。

一個「好老師」：

1. 清楚地解釋深奧教材。
2. 關心學生。
3. 充份認識所教科目。
4. 對學生友善可親。
5. 有效地運用視聽教材。
6. 處事靈活。
7. 上課前有充足的準備和組織。
8. 製造良好學習氣氛。
9. 認識時事及其他科目。
10. 有幽默感。
11. 授課生動有趣。
12. 給予學生輔導，解決學生個人難題。
13. 啟發學生思考能力。
14. 保持良好師生關係。
15. 能敏捷地處理學生所發問題及答案。
16. 不徇私，評分公正。
17. 有效地使用不同教學方法。
18. 性情活潑開朗。
19. 善用測驗及家課來測量學生成績。
20. 熱愛教學。
21. 用啟發性問題激發學生求知慾。
22. 能善用獎懲，導學生向善。
23. 能迅速地派回測驗卷及家課。
24. 引起學生學習動機。

我已選出一個「好老師」所最應具備的七項特質，它們的號數是：_____，_____，_____，_____，_____，_____，_____。

SECTION C

丙 部

76

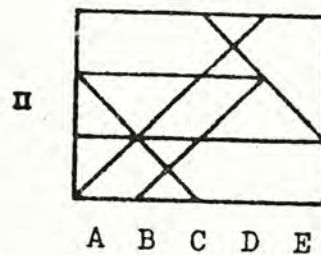
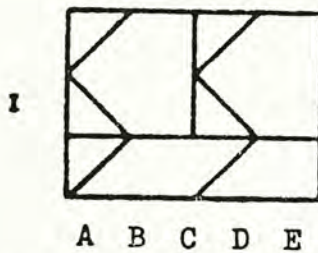
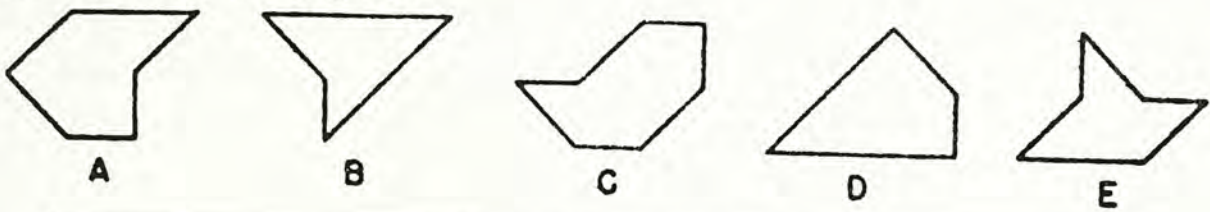
HIDDEN FIGURES TEST — Cf-1

隱 蔽 圖 形 測 驗

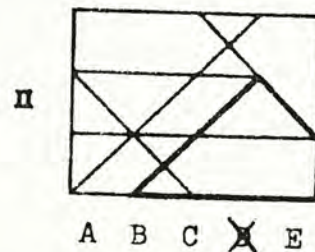
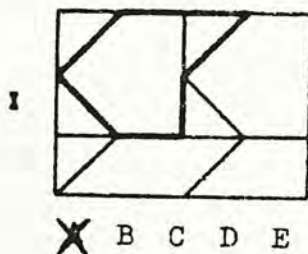
This is a test of your ability to tell which one of five simple figures can be found in a more complex pattern. At the top of each page in this test are five simple figures lettered A, B, C, D, and E. Beneath each row of figures is a page of patterns. Each pattern has a row of letters beneath it. Indicate your answer by putting an X through the letter of the figure which you find in the pattern.

NOTE: There is only one of these figures in each pattern, and this figure will always be right side up and exactly the same size as one of the five lettered figures.

Now try these 2 examples.



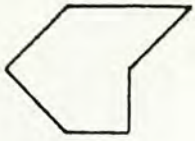
The figures below show how the figures are included in the problems. Figure A is in the first problem and figure D in the second.



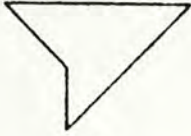
Your score on this test will be the number marked correctly minus a fraction of the number marked incorrectly. Therefore, it will not be to your advantage to guess unless you are able to eliminate one or more of the answer choices as wrong.

You will have 15 minutes for each of the two parts of this test. Each part has 2 pages. When you have finished Part 1, STOP. Please do not go on to Part 2 until you are asked to do so.

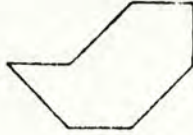
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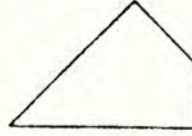
A



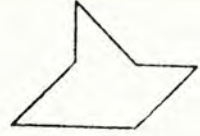
B



C

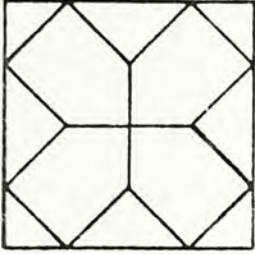


D



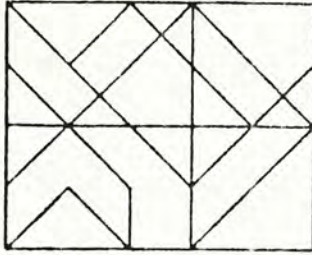
E

1.



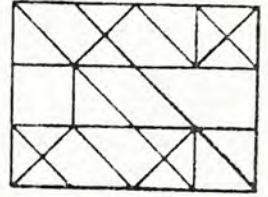
A B C D E

2.



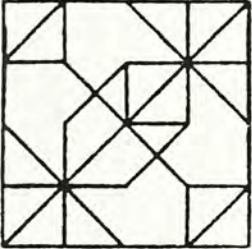
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3.



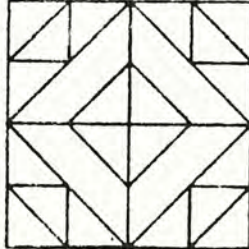
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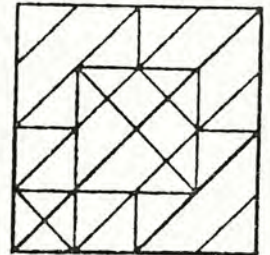
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5.



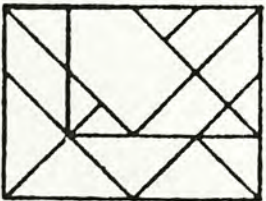
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6.



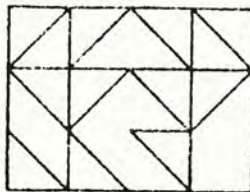
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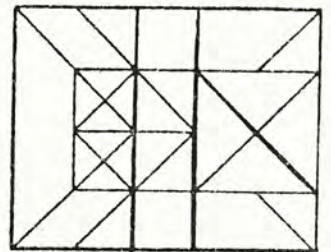
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8.



A B C D E

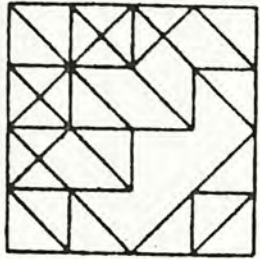
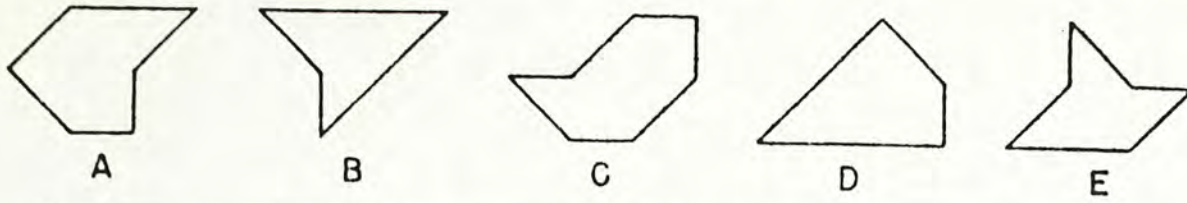
9.



A B C D E

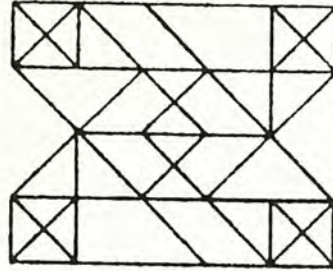
Part 1 (continued)

78



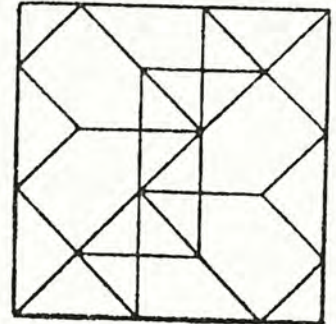
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11.



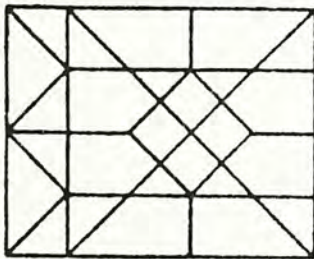
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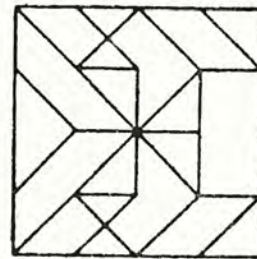
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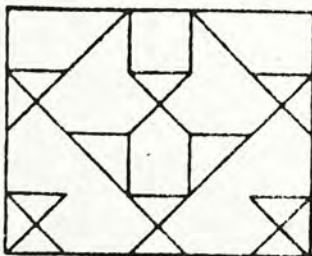
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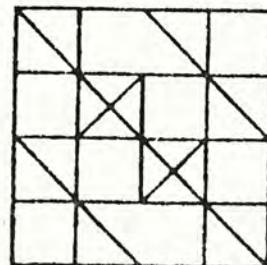
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15.



A B C D E

16.



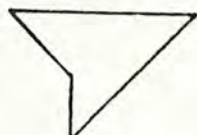
A B C D E

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STOP.



A



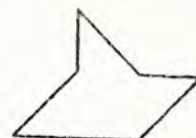
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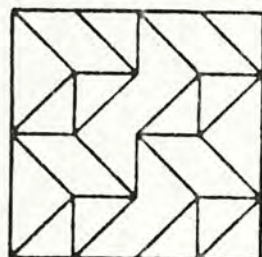


D



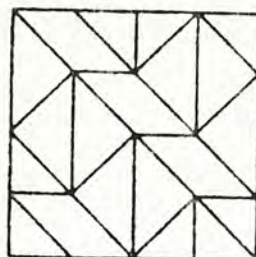
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17.



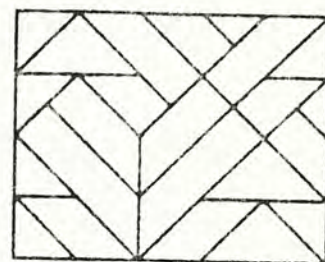
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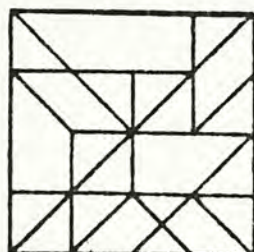
A B C D E

19.



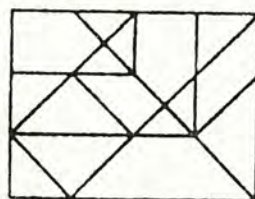
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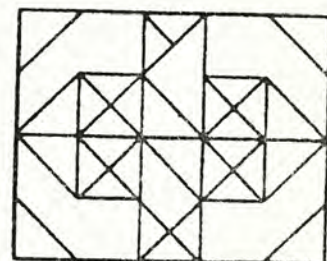
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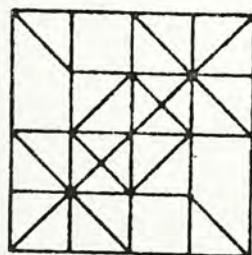
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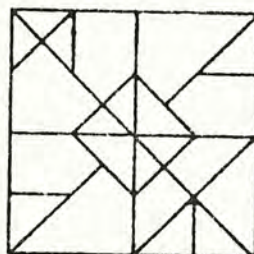
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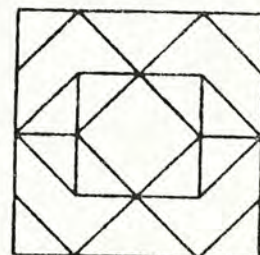
A B C D E

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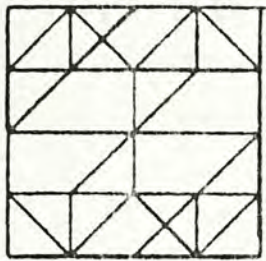
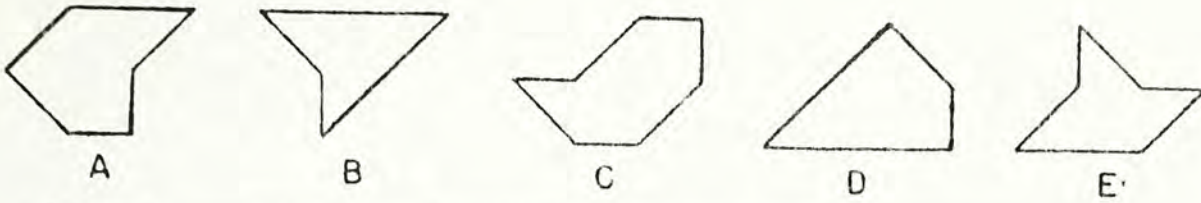


A B C D E

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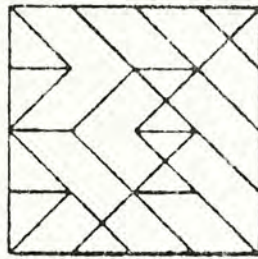


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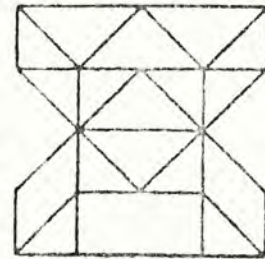
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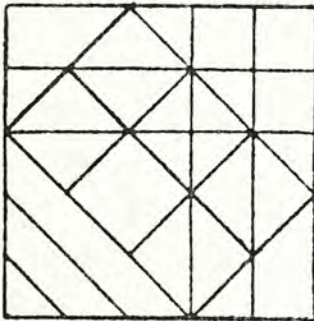
A B C D E

28.



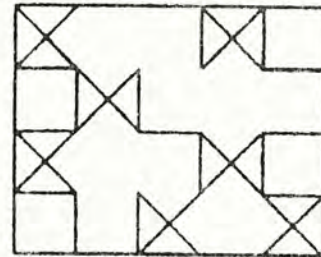
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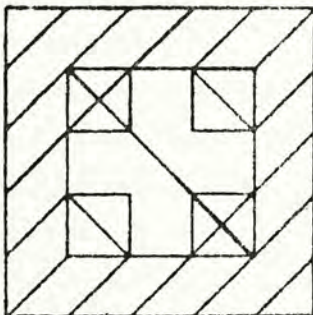
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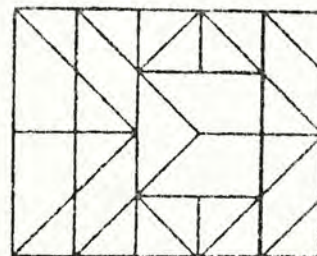
A B C D E

31.



A B C D E

32.



A B C D E

DO NOT GO BACK TO PART 1, AND
DO NOT GO ON TO ANY OTHER TEST UNTIL ASKED TO DO SO.

STOP.

SECTION D

A GOOD TEACHER - TO STUDENTS

Listed below are 24 characteristics of a teacher. From your own teaching experience and students' feedback, decide on the 7 most important characteristics as conceived by the students. Write the number of the items in the spaces provided. You do not need to arrange them in order of importance.

A good teacher

1. explains difficult material clearly.
2. cares for his students.
3. has a thorough knowledge of the subject he teaches.
4. is friendly and approachable to his students.
5. uses audio-visual aids effectively.
6. is always flexible.
7. has lessons well prepared and organized.
8. creates a warm learning atmosphere.
9. has a knowledge of current affairs and other subjects.
10. has a sense of humour.
11. presents the lesson in an interesting way.
12. provides opportunities for counselling with students for individual problems.
13. develops thought processes in students.
14. maintains good relationship with students.
15. handles students' questions and answers swiftly.
16. has definite standard; is impartial in grading.
17. uses various teaching methods effectively.
18. possesses a pleasant and lively personality.
19. makes effective use of tests and assignments.
20. has an interest in and enthusiasm for teaching.
21. uses stimulating questions to arouse students' intellectual curiosity.
22. uses rewards and punishments effectively to guide students to do right.
23. is prompt in returning tests and assignments.
24. motivates students to learn.

I have chosen, as conceived by the students, the 7 essential characteristics that a good teacher should possess. Their numbers are _____, _____, _____, _____, _____, _____, and _____.

學生心目中的「好老師」

82

下列二十四項都是一個「好老師」所應具備的特質，請依照你本人的教學經驗及從學生得到的反應，認定七項在學生心目中「好老師」最應具備的特質。請將答案的號數寫在適當的空格中，你並不須要排列這七項的重要性。

一個「好老師」：

1. 清楚地解釋深奧教材。
2. 關心學生。
3. 充份認識所教科目。
4. 對學生友善可親。
5. 有效地運用視聽教材。
6. 處事靈活。
7. 上課前有充足的準備和組織。
8. 製造良好學習氣氛。
9. 認識時事及其他科目。
10. 有幽默感。
11. 授課生動有趣。
12. 給予學生輔導，解決學生個人難題。
13. 啓發學生思考能力。
14. 保持良好師生關係。
15. 能敏捷地處理學生所發問題及答案。
16. 不徇私，評分公正。
17. 有效地使用不同教學方法。
18. 性情活潑開朗。
19. 善用測驗及家課來測量學生成績。
20. 熱愛教學。
21. 用啓發性問題激發學生求知慾。
22. 能善用獎懲，導學生向善。
23. 能迅速地派回測驗卷及家課。
24. 引起學生學習動機。

我已選出在學生心目中七項「好老師」最應該具備的特質。

它們的號數是：_____，_____，_____，_____，_____，_____，_____。

SECTION A

THE STUDENT

Your personal particulars

1. Sex _____ (Male/Female)
2. What is your most favourite subject? _____
3. Would you like to be a teacher in the future? _____ (Yes/No)

甲 部

學 生

個人資料

- 1 性別 _____ (男 / 女)
- 2 你最喜愛的科目是 _____
- 3 你將來喜歡作一個教師嗎? _____ (喜歡 / 不喜歡)

SECTION B

84

A GOOD TEACHER - TO ME

The 24 items listed below deal with the characteristics which are felt to be important to a good teacher. According to your own idea of a good teacher, choose 7 characteristics which are most essential and should be possessed by a good teacher. Write down the numbers of these items in the spaces provided. You do not need to arrange them in order of importance.

A good teacher

1. explains difficult material clearly.
2. cares for his students.
3. has a thorough knowledge of the subject he teaches.
4. is friendly and approachable to his students.
5. uses audio-visual aids effectively.
6. is always flexible.
7. has lessons well prepared and organized.
8. creates a warm learning atmosphere.
9. has a knowledge of current affairs and other subjects.
10. has a sense of humour.
11. presents the lesson in an interesting way.
12. provides opportunities for counselling with students for individual problems.
13. develops thought processes in students.
14. maintains good relationship with students.
15. handles students' questions and answers swiftly.
16. has definite standard; is impartial in grading.
17. uses various teaching methods effectively.
18. possesses a pleasant and lively personality.
19. makes effective use of tests and assignments.
20. has an interest in and enthusiasm for teaching.
21. uses stimulating questions to arouse students' intellectual curiosity.
22. uses rewards and punishments effectively to guide students to do right.
23. is prompt in returning tests and assignments.
24. motivates students to learn.

I have chosen the 7 most essential characteristics that a good teacher should possess. Their numbers are _____, _____, _____, _____, _____, _____ and _____.

乙部

我心目中的「好老師」

85

下列二十四項都是一個「好老師」所應具備的特質，請依照你個人對「好老師」的看法，選擇七項你認為最重要，而且是一個「好老師」最應該具備的特質，請把答案號數寫在適當的空格中。你並不須要排列這七項的重要性。

一個「好老師」：

1. 清楚地解釋深奧教材。
2. 關心學生。
3. 充份認識所教科目。
4. 對學生友善可親。
5. 有效地運用視聽教材。
6. 處事靈活。
7. 上課前有充足的準備和組織。
8. 製造良好學習氣氛。
9. 認識時事及其他科目。
10. 有幽默感。
11. 授課生動有趣。
12. 給予學生輔導，解決學生個人難題。
13. 啓發學生思考能力。
14. 保持良好師生關係。
15. 能敏捷地處理學生所發問題及答案。
16. 不偏私，評分公正。
17. 有效地使用不同教學方法。
18. 性情活潑開朗。
19. 善用測驗及家課來測量學生成績。
20. 熱愛教學。
21. 用啓發性問題激發學生求知慾。
22. 能善用獎懲，導學生向善。
23. 能迅速地派回測驗卷及家課。
24. 引起學生學習動機。

我已選出一個「好老師」所最應具備的七項特質，它們的號數是：_____，_____，_____，_____，_____，_____，_____。

SECTION C

丙 部

86

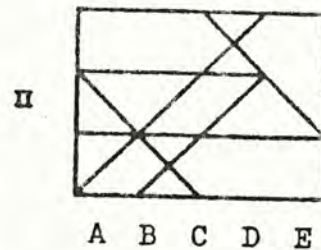
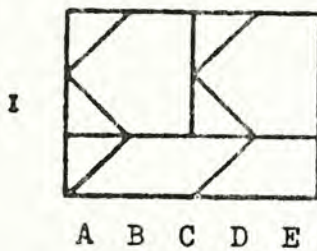
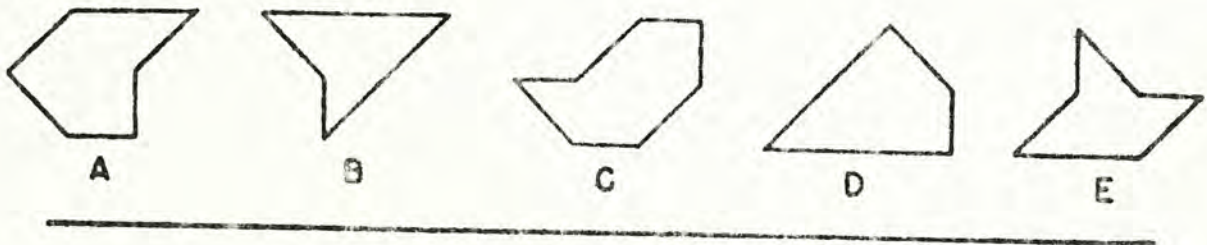
HIDDEN FIGURES TEST — Cf-1

隱 蔽 圖 形 測 驗

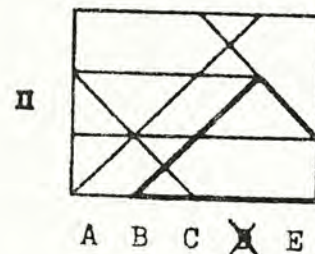
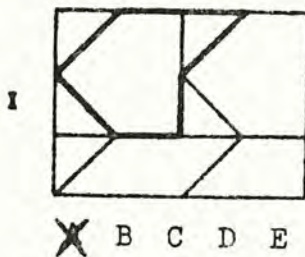
This is a test of your ability to tell which one of five simple figures can be found in a more complex pattern. At the top of each page in this test are five simple figures lettered A, B, C, D, and E. Beneath each row of figures is a page of patterns. Each pattern has a row of letters beneath it. Indicate your answer by putting an X through the letter of the figure which you find in the pattern.

NOTE: There is only one of these figures in each pattern, and this figure will always be right side up and exactly the same size as one of the five lettered figures.

Now try these 2 examples.



The figures below show how the figures are included in the problems. Figure A is in the first problem and figure D in the second.



Your score on this test will be the number marked correctly minus a fraction of the number marked incorrectly. Therefore, it will not be to your advantage to guess unless you are able to eliminate one or more of the answer choices as wrong.

You will have 15 minutes for each of the two parts of this test. Each part has 2 pages. When you have finished Part 1, STOP. Please do not go on to Part 2 until you are asked to do so.

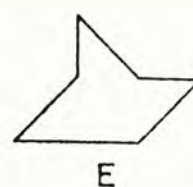
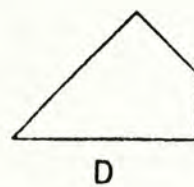
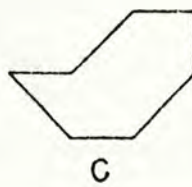
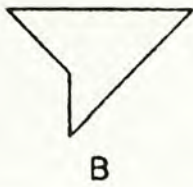
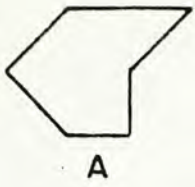
DO NOT TURN THIS PAGE UNTIL ASKED TO DO SO.

APPENDIX B
(Continued)

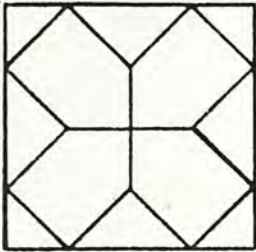
Page 2

Part 1 (15 minutes)

87

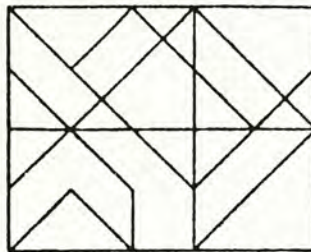


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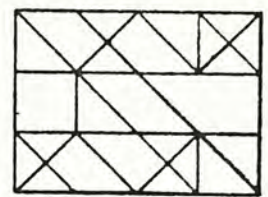
A B C D E

2.



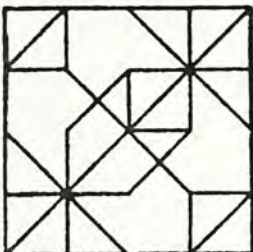
A B C D E

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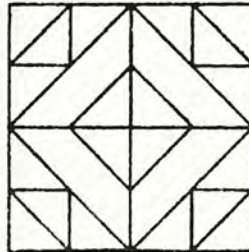
A B C D E

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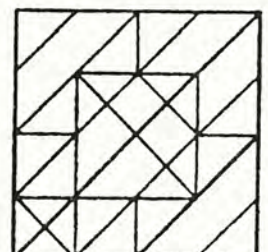
A B C D E

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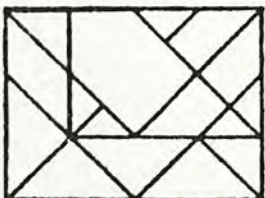
A B C D E

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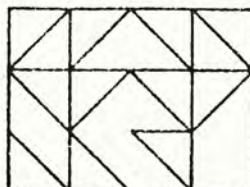
A B C D E

7.



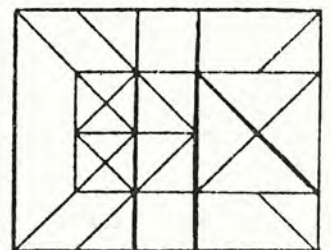
A B C D E

8.



A B C D E

9.

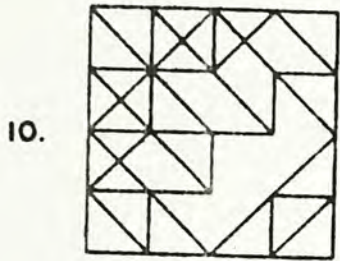
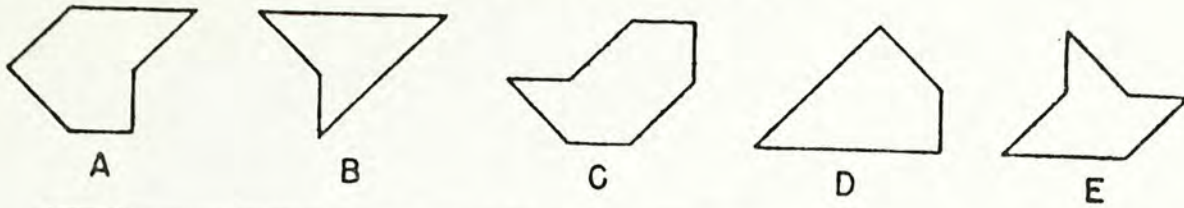


A B C D E

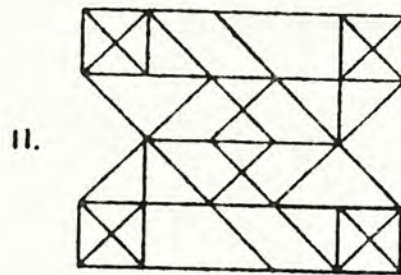
GO ON TO THE NEXT PAGE

Part 1 (continued)

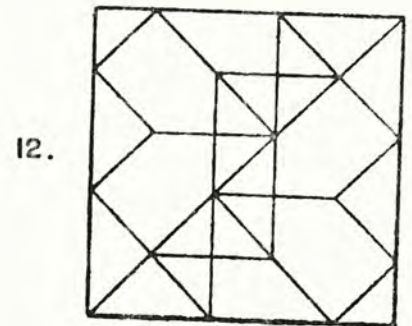
88



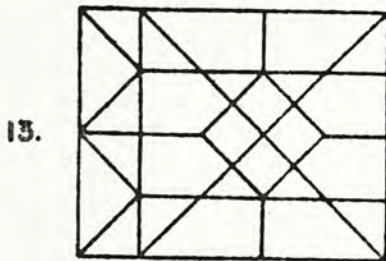
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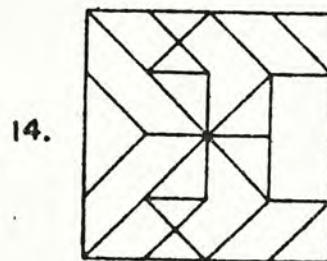
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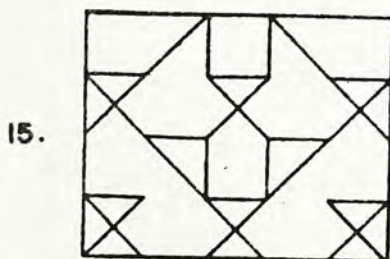
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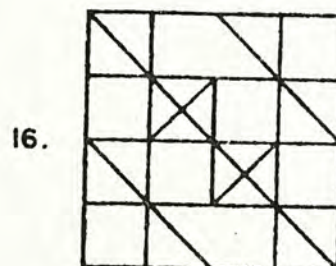
A B C D E



A B C D E

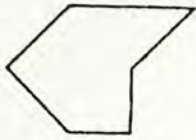


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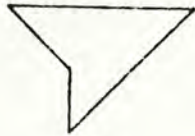


A B C D E

Part 2 (15 minutes)



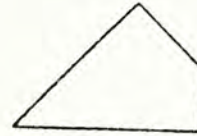
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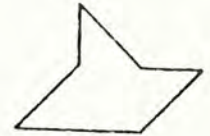
B



C

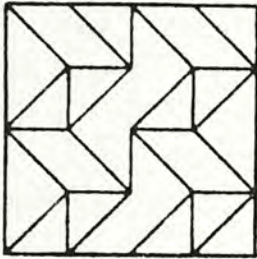


D



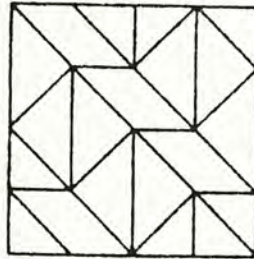
E

17.



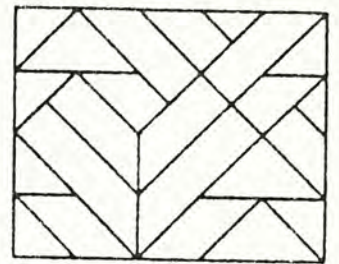
A B C D E

18.



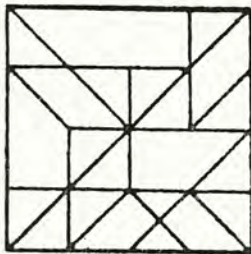
A B C D E

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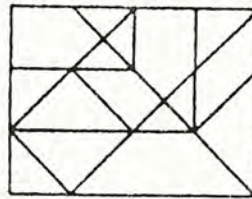
A B C D E

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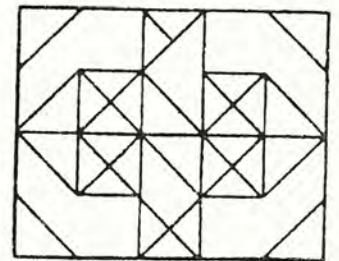
A B C D E

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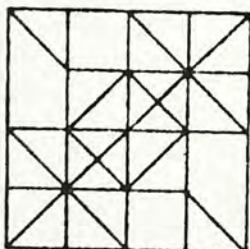
A B C D E

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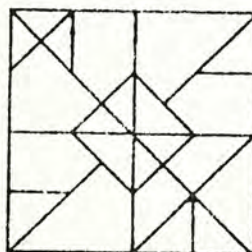
A B C D E

23.



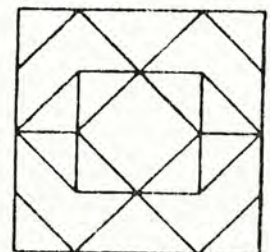
A B C D E

24.



A B C D E

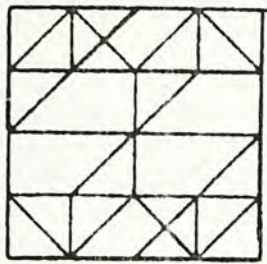
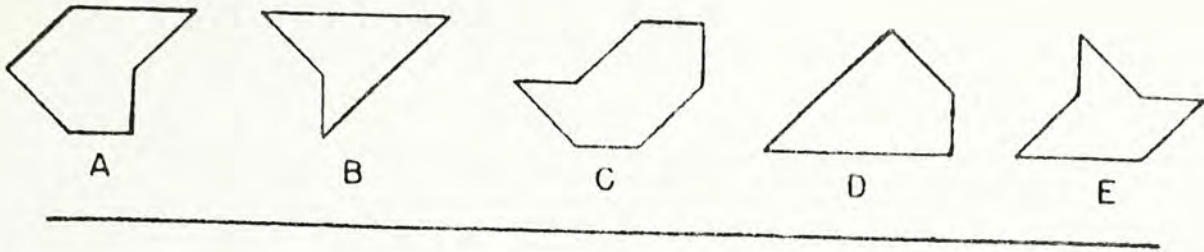
25.



A B C D E

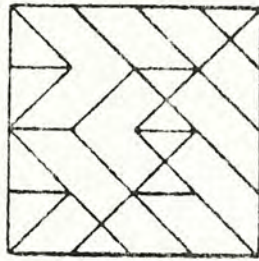
Part 2 (continued)

90



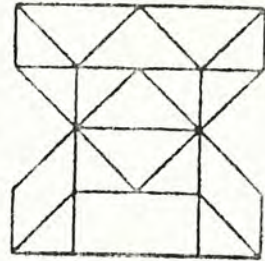
A B C D E

27.



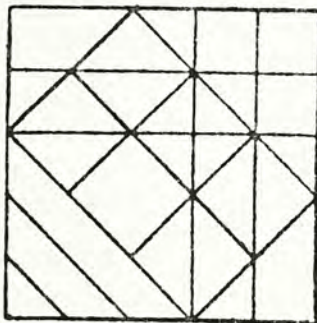
A B C D E

28.



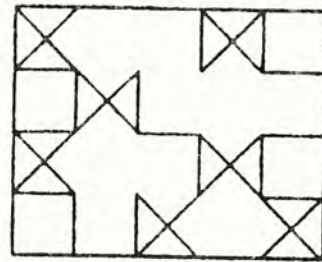
A B C D E

29.



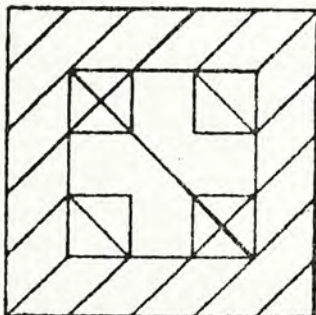
A B C D E

30.



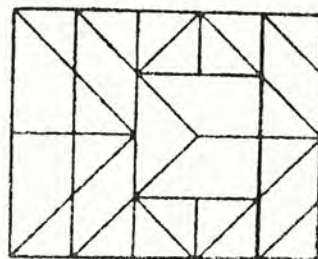
A B C D E

31.



A B C D E

32.



A B C D E

DO NOT GO BACK TO PART 1, AND
DO NOT GO ON TO ANY OTHER TEST UNTIL ASKED TO DO SO.

STOP.

APPENDIX C

Conception Ratings of a Good Teacher

91

Section B

乙部

A GOOD TEACHER - TO ME

我心目中的好老師

PART I

第一部份

The purpose of this questionnaire is to obtain your opinions concerning the characteristics of a good teacher. Your responses are anonymous. Listed below are the qualities of a teacher. According to your own idea of a good teacher, rate them and indicate your rating by a tick (✓) in the appropriate space on the scale.

本問卷的目的在找出你對好老師的特質的看法。本問卷不必記名。請根據你心目中的好老師，考慮以下列出教師的特質，在適當的空格上以「✓」表示你的意見。

- | | | 1 | 2 | 3 | 4 | 5 | 6 | 7 | |
|--|--|---|---|---|---|---|---|---|--------------------------------|
| 1. Fairness
是否公平 | fair
公平 | | | | | | | | unfair
不公平 |
| 2. Sense of humour
幽默感 | humorous
幽默 | | | | | | | | over-serious
過份嚴肅 |
| 3. Presentation of material
教材講授方法 | interesting
有趣 | | | | | | | | uninteresting
乏味 |
| 4. Stimulating intellectual curiosity
激發學生求知慾 | stimulating
能激發興趣 | | | | | | | | destroying interest
破壞興趣 |
| 5. Manner
態度 | approachable
平易近人 | | | | | | | | distant
與人保持距離 |
| 6. Attitude towards differences of opinions
對不同觀點的態度 | liberal
頭腦開明 | | | | | | | | intolerant
固執己見 |
| 7. Training students to think independently
訓練學生獨立思考能力 | adequate
足夠 | | | | | | | | inadequate
不足夠 |
| 8. Sense of responsibility
責任感 | responsible
負責 | | | | | | | | irresponsible
不負責 |
| 9. Attitude towards students
對學生態度 | concerned
關心 | | | | | | | | indifferent
漠不關心 |
| 10. Clarity of speech
語言表達能力 | expressive
流暢 | | | | | | | | inexpressive
難以表達 |
| 11. Interest in subject
對所教學科興趣 | interested
感興趣 | | | | | | | | uninterested
不感興趣 |
| 12. Knowledge of subject
對所教學科的認識 | thorough
透徹 | | | | | | | | weak
貧乏 |
| 13. Self-confidence
自信心 | confident
充滿信心 | | | | | | | | uncertain
缺乏信心 |
| 14. Response to students' questions and answers
對學生所提問題及答案的反應 | swift, flexible
敏捷, 靈活 | | | | | | | | slow, hesitating
緩慢, 猶疑 |
| 15. Character
品格 | lively
活潑 | | | | | | | | dull
呆板 |
| 16. Use of audio-visual aids
視聽教材的運用 | effective
有效 | | | | | | | | ineffective
不適合 |
| 17. Learning atmosphere
學習氣氛 | warm, friendly
融洽, 友善 | | | | | | | | cold, formal
冷淡, 拘謹 |
| 18. Explanation of difficult material
對深奧教材的解釋 | clear
清楚 | | | | | | | | incomprehensible
含糊不清 |
| 19. Preparation and organization of lessons
課前準備及組織 | well-prepared, organized
準備充份, 組織完美 | | | | | | | | unprepared, muddled
沒有準備及組織 |
| 20. Knowledge of other subjects and current affairs
對其他科目及時事之認識 | knowledgeable
知識充足 | | | | | | | | unknowledgeable
知識貧乏 |

APPENDIX C (Continued)

Section B

乙部

PART II

第二部份

92

Each of the items below deals with a characteristic which is felt to be important to a good teacher. According to your own idea of a good teacher, rate how important the item is and give it a mark, ranging from one to five: 5 marks for the most important and 1 mark for the least important.

下列每一項都是描述一個好老師所應具備的特質。請依照你個人對良好教師的看法,考慮以下各項的重要性,予以評分。所給分數可由1至5分。最重要者予以5分,最不重要者予以1分。

A good teacher

一個好老師

- | | |
|--|-----------|
| 1. knows his subjects well.
充份認識各教科目 | 1. _____ |
| 2. welcomes differences of opinions
接納與自己不同的意見 | 2. _____ |
| 3. cares for his students.
關心他的學生 | 3. _____ |
| 4. prepares and organizes his lessons well.
上課前準備及組織妥當 | 4. _____ |
| 5. creates a harmonious learning atmosphere.
製造融洽學習氣氛 | 5. _____ |
| 6. has a sense of responsibility.
有責任感 | 6. _____ |
| 7. is always sure of himself.
有自信 | 7. _____ |
| 8. uses audio-visual aids effectively.
有效地運用視聽教材 | 8. _____ |
| 9. encourages students to think independently.
鼓勵學生獨立思考 | 9. _____ |
| 10. is friendly and approachable to his students.
對學生友善可親 | 10. _____ |
| 11. creates a desire in students to pursue on their own.
引導學生自發學習 | 11. _____ |
| 12. shows a sense of humour.
常帶幽默感 | 12. _____ |
| 13. is able to present the subject in an interesting way.
授課生動有趣 | 13. _____ |
| 14. is happy and energetic.
快樂,有生氣 | 14. _____ |
| 15. enjoys teaching.
喜愛教學 | 15. _____ |
| 16. handles students' questions and answers quickly.
敏捷地處理學生問題及答覆 | 16. _____ |
| 17. expresses himself fluently in speech.
有流暢的語言表達能力 | 17. _____ |
| 18. knows other subjects and current affairs well.
認識其他學科及時事 | 18. _____ |
| 19. is able to explain difficult material clearly.
能夠清楚地解釋深奧教材 | 19. _____ |
| 20. treats his students fairly.
公平對待學生 | 20. _____ |

List any other characteristics that you consider important to a good teacher, but have not been included in the scale:

若有你認為「好老師」應具備的特質而並沒有列在卷內者,請在下列地方寫上你的意見:

第一部份

下列各面是一個教師的特質，請從你本人的教書經驗及從學生得到的反應，認定在學生心目中的「好老師」，在適當的空格上以「✓」表示這「好老師」的特質。

- | | | 1 2 3 4 5 6 7 | | | | | | | |
|--|--|---------------|--|--|--|--|--|--|-------------------------------------|
| 1. Fairness
是否公平 | fair
公平 | | | | | | | | unfair
不公平 |
| 2. Sense of humour
幽默感 | humorous
幽默 | | | | | | | | over-serious
過份嚴肅 |
| 3. Presentation of material
教材講授方法 | interesting
有趣 | | | | | | | | uninteresting
乏味 |
| 4. Stimulating intellectual curiosity
激發學生求知慾 | stimulating
能激發興趣 | | | | | | | | destroying interest
破壞興趣 |
| 5. Manner
態度 | approachable
平易近人 | | | | | | | | distant
與人保持距離 |
| 6. Attitude towards differences of opinions
對不同觀點的態度 | liberal
頭腦開明 | | | | | | | | intolerant
固執己見 |
| 7. Training students to think independently
訓練學生獨立思考能力 | adequate
足夠 | | | | | | | | inadequate
不足夠 |
| 8. Sense of responsibility
責任感 | responsible
負責 | | | | | | | | irresponsible
不負責 |
| 9. Attitude towards students
對學生態度 | concerned
關心 | | | | | | | | indifferent
漠不關心 |
| 10. Clarity of speech
語言表達能力 | expressive
流暢 | | | | | | | | inexpressive
難以表達 |
| 11. Interest in subject
對所教學科興趣 | interested
感興趣 | | | | | | | | uninterested
不感興趣 |
| 12. Knowledge of subject
對所教學科的認識 | thorough
透徹 | | | | | | | | weak
貧乏 |
| 13. Self-confidence
自信心 | confident
充滿信心 | | | | | | | | uncertain
缺乏信心 |
| 14. Response to students' questions and answers
對學生所提問題及答案的反應 | swift, flexible
敏捷, 靈活 | | | | | | | | slow, hesitating
緩慢, 踟躕 |
| 15. Character
品格 | lively
活潑 | | | | | | | | dull
呆板 |
| 16. Use of audio-visual aids
視聽教材的運用 | effective
有效 | | | | | | | | ineffective
不適合 |
| 17. Learning atmosphere
學習氣氛 | warm, friendly
融洽, 友善 | | | | | | | | cold, formal
冷酷, 拘謹 |
| 18. Explanation of difficult material
對深奧教材的解釋 | clear
清楚 | | | | | | | | incomprehensible
含糊不清 |
| 19. Preparation and organization of lessons
課前準備及組織 | well-prepared, organized
準備充分, 組織完美 | | | | | | | | unprepared, disorganized
沒有準備及組織 |
| 20. Knowledge of other subjects and current affairs
對其他科目及時事的認識 | knowledgeable
知識充足 | | | | | | | | unknowledgeable
知識貧乏 |

APPENDIX C
(Continued)

Section D

丁部

PART II

第二部份

94

The following items describe the characteristics of a good teacher. Consider how important they are as conceived by the students. Rate them by giving them marks ranging from one to five: 5 marks for the most important and 1 mark for the least important.

下列各項描述一個「好老師」的特質。請考慮這些特質在學生心目中的「好老師」的重要性，予以評分。所給分數可由1至5分：最重要者予以5分，最不重要者予以1分。

A good teacher

一個好老師

- | | |
|--|-----------|
| 1. knows his subjects well.
充份認識各教科目 | 1. _____ |
| 2. welcomes differences of opinions
接納與自己不同的意見 | 2. _____ |
| 3. cares for his students.
關心他的學生 | 3. _____ |
| 4. prepares and organizes his lessons well.
上課前準備及組織妥當 | 4. _____ |
| 5. creates a harmonious learning atmosphere.
製造融洽學習氣氛 | 5. _____ |
| 6. has a sense of responsibility.
有責任感 | 6. _____ |
| 7. is always sure of himself.
有自信 | 7. _____ |
| 8. uses audio-visual aids effectively.
有效地運用視聽教材 | 8. _____ |
| 9. encourages students to think independently.
鼓勵學生獨立思考 | 9. _____ |
| 10. is friendly and approachable to his students.
對學生友善可親 | 10. _____ |
| 11. creates a desire in students to pursue on their own.
引導學生自發學習 | 11. _____ |
| 12. shows a sense of humour.
常帶幽默感 | 12. _____ |
| 13. is able to present the subject in an interesting way.
授課生動有趣 | 13. _____ |
| 14. is happy and energetic.
快樂，有生氣 | 14. _____ |
| 15. enjoys teaching.
喜愛教學 | 15. _____ |
| 16. handles students' questions and answers quickly.
敏捷地處理學生問題及答案 | 16. _____ |
| 17. expresses himself fluently in speech.
有流暢的語言表達能力 | 17. _____ |
| 18. knows other subjects and current affairs well.
認識其他學科及時事 | 18. _____ |
| 19. is able to explain difficult material clearly.
能夠清楚地解釋深奧教材 | 19. _____ |
| 20. treats his students fairly.
公平對待學生 | 20. _____ |

List any other characteristics that you consider important to a good teacher, but have not been included in the scale:

若有你認為「好老師」應具備的特質而並沒有列在卷內者，請在下列地方寫上你的意見：

APPENDIX D

Conception of a Good Teacher Questionnaire

95

SECTION B

A GOOD TEACHER - TO ME

The 26 items listed below deal with the characteristics which are felt to be important to a good teacher. According to your own idea of a good teacher, choose 5 characteristics which are most essential and should be possessed by a good teacher. Write down the numbers of these items in the spaces provided. You do not need to arrange them in order of importance.

A good teacher

1. is able to explain difficult material clearly.
2. cares for his students.
3. is willing to be flexible.
4. has a thorough knowledge of the subject he teaches.
5. is friendly and approachable to his students.
6. is able to use audio-visual aids effectively.
7. expresses himself fluently in speech.
8. has lessons well prepared and organized.
9. has a knowledge of current affairs and other subjects.
10. is attentive to student feedback.
11. possesses a lively and pleasant personality.
12. is able to present the lesson in an interesting way.
13. has a sense of humour.
14. has a deep interest in and enthusiasm for the subject he teaches.
15. identifies causes of classroom misbehaviour and attempts to correct it.
16. can create a desire in students to pursue on their own.
17. is willing to provide opportunities for counselling with students for individual problems.
18. respects differences of opinions; accepts constructive criticism.
19. encourages students to think independently.
20. can motivate students to learn.
21. can use punishments and rewards effectively to guide students to do right.
22. maintains good relationship with students.
23. is able to create a warm atmosphere conducive to learning.
24. handles students' questions and answers swiftly.
25. has definite standard; is impartial in grading.
26. can make effective use of tests and assignments to measure student performance.

I have chosen the 5 most essential characteristics that a good teacher should possess. Their numbers are _____, _____, _____, _____, and _____.

我心目中的好老師

第一部份

96

下列二十六項都是一個好老師所應具備的特質。請依照你個人對好老師的看法，選擇五項你認為最重要，而且是一個好老師最應該具備的特質。請把答案號數寫在適當的空格中。你並不須要排列這五項的重要性。

一個好老師

1. 能清楚地解釋深奧教材。
2. 關心學生。
3. 處事靈活。
4. 充份認識所教科目。
5. 對學生友善可親。
6. 有效地運用視聽教材。
7. 語言表達能力流暢。
8. 上課前有充足的準備和組織。
9. 認識時事及其他科目。
10. 重視學生反應。
11. 性情活潑開朗。
12. 授課生動有趣。
13. 有幽默感。
14. 能了解學生上課時不守紀律的原因，並嘗試糾正。
15. 熱愛所教科目。
16. 能激發學生的自學能力。
17. 能給予學生輔導，解決學生個人難題。
18. 尊重不同的意見，接納有建設性的批評。
19. 鼓勵學生獨立思考。
20. 能引起學生學習動機。
21. 能善用獎懲，導學生向善。
22. 保持良好師生關係。
23. 能製造良好學習氣氛。
24. 能敏捷地處理學生所發問題及答案。
25. 不徇私，評分公正。
26. 能善用測驗及家課來測量學生成績。

我已選出一個好老師所最應具備的五項特質。

它們的號數是：____，____，____，____，____。

APPENDIX D
(Continued)

SECTION D

A GOOD TEACHER - TO STUDENTS

PART I

97

Listed below are 26 characteristics of a teacher. From your own teaching experience and students' feedback, decide on the 5 most important characteristics as conceived by the students. Write the numbers of the items in the spaces provided. You do not need to arrange them in order of importance.

A good teacher

1. is able to explain difficult material clearly.
2. cares for his students.
3. is willing to be flexible.
4. has a thorough knowledge of the subject he teaches.
5. is friendly and approachable to his students.
6. is able to use audio-visual aids effectively.
7. expresses himself fluently in speech.
8. has lessons well prepared and organized.
9. has a knowledge of current affairs and other subjects.
10. is attentive to student feedback.
11. possesses a lively and pleasant personality.
12. is able to present the lesson in an interesting way.
13. has a sense of humour.
14. has a deep interest in and enthusiasm for the subject he teaches.
15. identifies causes of classroom misbehaviour and attempts to correct it.
16. can create a desire in students to pursue on their own.
17. is willing to provide opportunities for counselling with students for individual problems.
18. respects differences of opinions; accepts constructive criticism.
19. encourages students to think independently.
20. can motivate students to learn.
21. can use punishments and rewards effectively to guide students to do right.
22. maintains good relationship with students.
23. is able to create a warm atmosphere conducive to learning.
24. handles students' questions and answers swiftly.
25. has definite standard; is impartial in grading.
26. can make effective use of tests and assignments to measure student performance.

I have chosen the 5 most essential characteristics that a good teacher should possess. Their numbers are _____, _____, _____, _____, and _____.

第一部份

98

下列二十六項都是一個好老師所應具備的特質。請依照你本人的教學經驗及從學生得到的反應，認定五項在學生心目中好老師最應該具備的特質。請將答案的號數寫在適當的空格中。你並不須要排列這五項的重要性。

一個好老師

1. 能清楚地解釋深奧教材。
2. 關心學生。
3. 處事靈活。
4. 充份認識所教科目。
5. 對學生友善親切。
6. 有效地運用視聽教材。
7. 語言表達能力流暢。
8. 上課前有充足的準備和組織。
9. 認識特事及其他科目。
10. 重視學生反應。
11. 性情活潑開朗。
12. 授課生動有趣。
13. 有幽默感。
14. 能了解學生上課時不守紀律的原因，並嘗試糾正。
15. 熱愛所教科目。
16. 能激發學生的自學能力。
17. 能給予學生輔導，解決學生個人難題。
18. 尊重不同的意見，接納有建設性的批評。
19. 鼓勵學生獨立思考。
20. 能引起學生學習動機。
21. 能善用獎懲，導學生向善。
22. 保持良好師生關係。
23. 能製造良好學習氣氛。
24. 能敏捷地處理學生所發問題及答案。
25. 不徇私，評分公正。
26. 能善用測驗及家課來測量學生成績。

我已選出一個好老師所最應具備的五項特質。

它們的號數是：____，____，____，____，____。

APPENDIX E

Teacher Characteristics Classification Questionnaire

99

A GOOD TEACHER — TO ME

The 26 items listed below deal with the characteristics which are felt to be important to a good teacher. Read them over carefully and decide on to which domain the item belongs : affective or cognitive. Write down the answers in the spaces provided : '1' for 'affective' and '2' for 'cognitive'.

A Good Teacher

Answer

- | | |
|--|-----------|
| 1. is able to explain difficult material clearly. | 1. _____ |
| 2. cares for his students. | 2. _____ |
| 3. is willing to be flexible | 3. _____ |
| 4. has a thorough knowledge of the subject he teaches. | 4. _____ |
| 5. is friendly and approachable to his students. | 5. _____ |
| 6. is able to use audio-visual aids effectively. | 6. _____ |
| 7. expresses himself fluently in speech. | 7. _____ |
| 8. has lessons well prepared and organized. | 8. _____ |
| 9. has a knowledge of current affairs and other subjects. | 9. _____ |
| 10. is attentive to student feedback. | 10. _____ |
| 11. possesses a lively and pleasant personality. | 11. _____ |
| 12. is able to present the lesson in an interesting way. | 12. _____ |
| 13. has a sense of humour. | 13. _____ |
| 14. has a deep interest in and enthusiasm for the subject he teaches. | 14. _____ |
| 15. identifies causes of classroom misbehaviour and attempts to correct it. | 15. _____ |
| 16. can create a desire in students to pursue on their own. | 16. _____ |
| 17. is willing to provide opportunities for counselling with students for individual problems. | 17. _____ |
| 18. respects differences of opinions; accepts constructive criticism. | 18. _____ |
| 19. encourages students to think independently. | 19. _____ |
| 20. can motivate students to learn. | 20. _____ |
| 21. can use punishments and rewards effectively to guide students to do right. | 21. _____ |
| 22. maintains good relationship with students. | 22. _____ |
| 23. is able to create a warm atmosphere conducive to learning. | 23. _____ |
| 24. handles student's questions and answers swiftly. | 24. _____ |
| 25. has definite standard; is impartial in grading. | 25. _____ |
| 26. can make effective use of tests and assignments to measure student performance. | 26. _____ |

APPENDIX F

Classification of Essential Teacher Characteristics

AFFECTIVE				COGNITIVE			
Item	Personality	Item	Relationship with Students	Item	Knowledge	Item	Presentation of Knowledge
4	is friendly & approachable	2	cares for his students	3	has a thorough knowledge of the subject	1	explains difficult material clearly
6	is always flexible	8	creates a warm learning atmosphere	9	has a knowledge of current affairs & other subjects	5	uses audio - visual aids effectively
10	has a sense of humour	12	provides opportunities for counselling with students			7	has lessons well prepared and organized
16	has definite standard; is impartial in grading	14	maintains good relationship with students			11	presents the lesson in an interesting way
18	possesses a pleasant & lively personality	22	uses rewards & punishments effectively			13	develops thought processes in students
20	has an interest in & enthusiasm for teaching	24	motivates students to learn			15	handles students' questions & answers swiftly
						17	uses various teaching methods effectively
						19	makes effective use of tests & assignments
						21	uses stimulating questions to arouse students' intellectual curiosity
						23	is prompt in returning tests & assignments



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